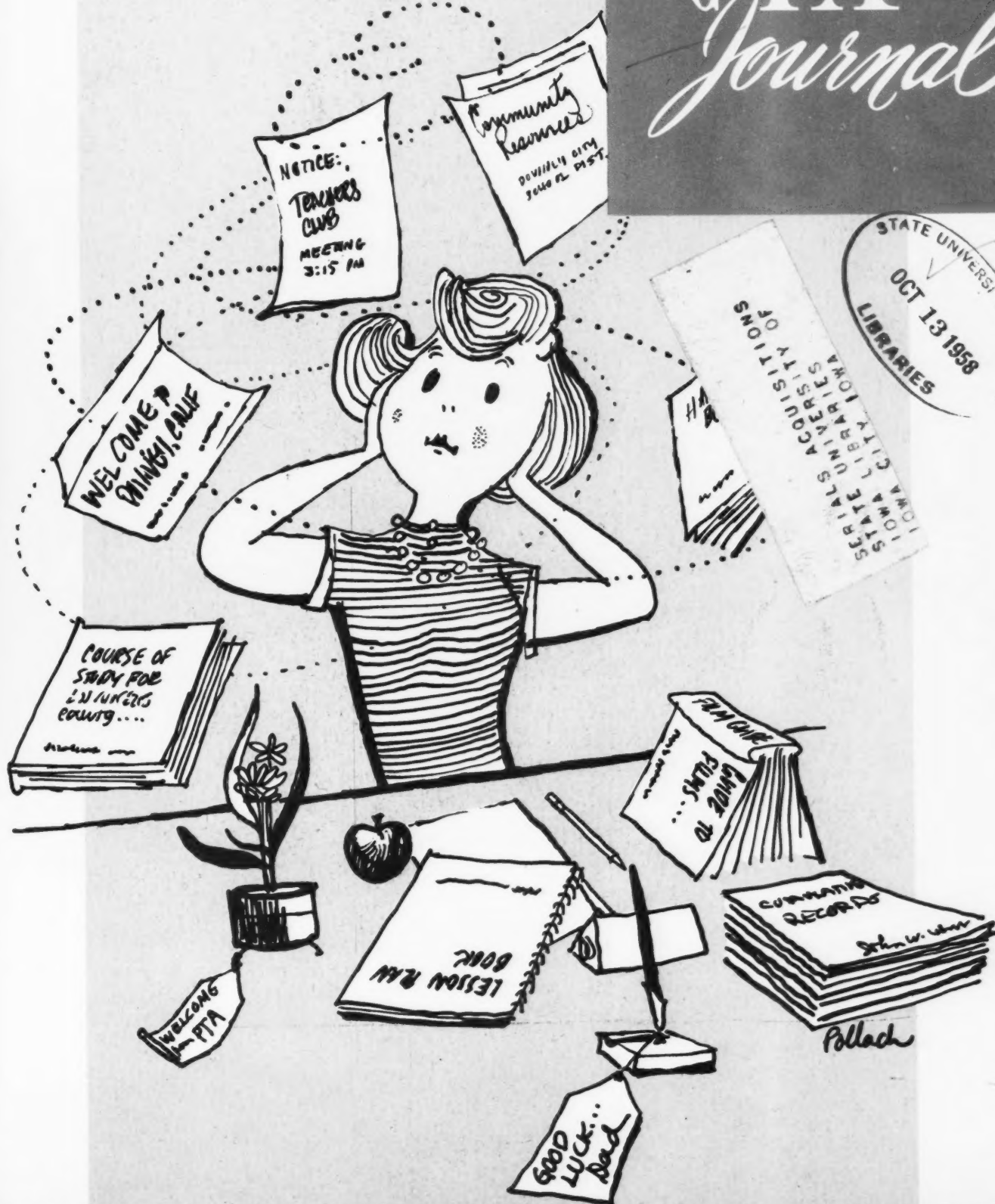


4.547
OCTOBER 1958

CTA Journal



IN THIS ISSUE: A symposium on ballot propositions • A forecast on Code revision • An introduction to John Swett

\$52 and \$39 TYPICAL SAVINGS with CTA's new insurance package for home owners and tenants!



CTA MEMBERS—You may save around \$52 and \$39 on home and/or personal property insurance with our new, CTA-approved package plan. Five separate policies have been combined into a single, all-inclusive policy. You are protected not only against loss from fire and allied perils, but also from theft, personal and professional liability, costs of defense, and extra living expenses. This means that comprehensive protection may cost you little more than fire insurance alone!



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Covers **HOME OWNERS** on dwelling and detached buildings (including glass breakage), **HOME OWNERS AND TENANTS** on household goods and personal property—against fire, smoke, explosion, damage by non-owned vehicles or falling aircraft, riot, windstorm, other perils.



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Covers **HOME OWNERS AND TENANTS** on household and personal property against theft (including from unattended locked automobile), burglary, robbery, larceny—at home and away; also covers damage caused by theft or attempted theft.



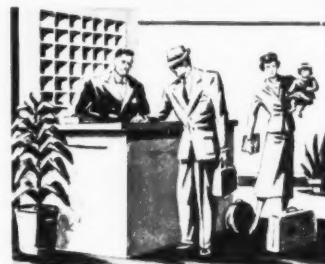
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Please mail your exact premium and estimated savings for comprehensive protection on my particular property with the new, CTA-approved HOME INSURANCE PACKAGE policy for owners and tenants. This request does not obligate me to become a policyholder.

Teacher's Name _____		Spouse's Name _____	
School Name _____		School Phone _____	
Present Mailing Address _____		City _____ County _____	
Location of Property To Be Insured (if same as Mailing Address, write "same") _____		Present Phone _____	
Building Construction: Roof: (wood) <input type="checkbox"/> Shingle <input type="checkbox"/> Comp- osition <input type="checkbox"/> Other (describe) _____		Frame Walls: (wood) <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____	
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>		Insurance now carried in California Casualty Teachers Plan: None <input type="checkbox"/> Auto <input type="checkbox"/> Comprehensive Personal Liability <input type="checkbox"/> Teacher's Professional <input type="checkbox"/>	

HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

Date Present Dwelling Fire Policy Expires _____ Value of Building (Am't Ins. Desired) \$ _____

(If no policy, write "None")

Dwelling in city limits? Yes ☐ No ☐ Names of Main Cross Streets _____

If you are in a Special Fire District, please give its name _____

Ownership of Dwelling: Fully Owned ☐ Cal. Vet. ☐ G.I. ☐ FHA ☐ Other ☐

Name of Bank or other Mortgagee _____

TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

Date Present Personal Property (Contents) Policy Expires _____ Value of Personal Property (Amount of Insurance Desired) \$ _____

(If no policy, write "None")

I live in (check one): Private Dwelling ☐ Apartment ☐ Other ☐

Number of Living Units In Building: 1 to 4 ☐ (If over 4, show number of units) _____

Does the building contain any Business Premises (stores, shops, etc.)? Yes ☐ No ☐

ESSENTIAL

H-10/58

CALIFORNIA TEACHERS ASSOCIATION

693 Sutter St., San Francisco 2
Phone PRospect 6-4110

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VOLUME 54—NUMBER 7 OCTOBER, 1958

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Getting started right is the special concern of every new teacher—and even veterans take a little time settling into the groove of the first back-to-school days.

Treating the teacher dis-orientation theme with a light touch on our cover this month, Sam Pollach, teacher-cartoonist of Downey, makes his bow to *Journal* readers. Sam's penwork came to the attention of the *Journal* staff this summer and his cartoon is one of four which will appear on our covers this school year.

Pollach, 37, is the father of twin girls, aged 9½, who are his principal models for book illustrations and one-man shows of paintings. A student at Boston's Museum of Fine Arts for three years, he came to California the year the twins were born, started teaching fourth and fifth grades. At Downey for the last four years "where I have had my finest and pleasantest teaching experience", he has written a master's thesis on

individualization in reading, hopes to earn his doctorate by 1963.

A CTA-NEA member, Pollach "wants to help develop pride in the profession". He feels that humor and cartoons are valuable aids to teaching. We agree.



Sam Pollach
draws covers
for *Journal*

This issue: 97,000 copies printed.



CTA JOURNAL is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August. ENTERED as second class matter at San Francisco postoffice January 23, 1906, under Act of Congress of March 3, 1879. COPYRIGHT 1958 by the California Teachers Association, San Francisco, California. Permission to reproduce any portion must be granted in writing. Contents are listed in Education Index. Member of Educational Press Association of America. ADVERTISING: Orders and inquiries to CTA Journal, 693 Sutter St., San Francisco 2. National advertising representative: State Teachers Magazines, Inc., 307 No. Michigan Avenue, Chicago 1, Illinois. MEMBERSHIP DUES in CTA are \$22 a year, including Section and State, payable for the calendar year. Dues include subscription to CTA Journal. SUBSCRIPTION to CTA Journal for non-members is \$2 a year (September to May), foreign subscriptions \$3 a year. Group subscriptions to board members and lay leaders may be ordered by CTA-chartered local associations at \$1 per year for each. CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 693 Sutter St., San Francisco 2, at least a month before normal delivery date for change of address, stating both old and new addresses. MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of CTA Journal assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.

FROM THE FIELD

... statewide professional association

► **MEETING SEPTEMBER 10** for the first time in San Francisco, the newly created Citizens Advisory Commission (27 members) to the Joint Legislative committee on the public education system began a systematic study of the schools. The commission includes Jack Rees, former CTA president. Assemblyman Donald D. Doyle of Lafayette is chairman of the joint interim committee, which has been authorized \$50,000 to make a study of all phases of education, including teacher standards and course content.

► **SALARY INCREASES** (according to information available to CTA early in September) in California's largest school districts, 1958-59, were: Los Angeles, 3½%; San Francisco, \$170-\$325; San Diego, \$100-\$350; Long Beach, 3.36%; Oakland, \$85-\$179; Fresno, 3%, Pasadena, 13%.

► **SAN DIEGO** board of education adopted a budget of nearly \$38½ million for the fiscal year, expected student enrollment of 90,000 this year, grades K-12.

► **TO IMPROVE MEMBERSHIP** participation in CTA policy formation, 40 meetings will be held throughout California November 24-25 to train discussion leaders for a consulting group project on professional objectives. See editorial on page 5, this issue; complete details in next month's *Journal*.

► **FIRST SECTION LEADERSHIP** training conference of the season, held by Northern Section at Brockway Hot Springs, Lake Tahoe, September 12-14, featured Dr. Nicholas T. Goncharoff of YMCA International committee staff, who spoke on his experience with communist educational practice.

► **PASADENA** Education Association, opening its new offices at 1491 East Colorado Blvd., held open house September 15-19.

► **STUDENT REGISTRATION** hovered near the 20,000 mark as fall classes opened at University of California, Berkeley campus. They were greeted by a new president, Dr. Clark Kerr, and a new chancellor, Dr. Glenn Seaborg. Two new buildings were half-completed and old buildings were being razed to make way for a \$11.6 million student center.

► **CTA MEMBERSHIP** for 1958, reported at 94,434 in last month's *Journal* (as of June 30), had reached 95,028 on September 21. This is an all-time U.S. high for membership in a state teacher association. The California membership has doubled in ten years.

► **STATE COLLEGES** in California expect to see total enrollment pass the 82,000 mark this fall.

► **ALLOTMENT** to California for the fiscal year ending next June 30 under the National Defense Education Act of 1958 will be \$571,699, according to analysis by U.S. Office of Education. Initial congressional appropriation was \$6 million. The Act (now Public Law 85-864) provides for loan funds to be administered by American colleges and universities. Students interested in loans are advised to contact the institution in which they expect to enroll.

► **TRIUMPHANT EUROPEAN TOUR** of Burlingame high school's 34-member string orchestra—and the labor of love in which the community raised \$40,000 in 50 days for the trip—is described in an article in *California Parent-Teacher* for September entitled "Miracles CAN Happen."

► **CHARLES A. ADAMS** was honored with a citation by CASA recently in recognition of 50 years of civic, economic, social, and educational leadership in California. As Grand Master of Masons, Adams founded Public Schools Week.

► **DONALD L. BOGIE** Appreciation Night has been set for October 15 to honor the new principal of Ravenswood high school in Menlo Park. Bogie had served for 34 years at Sequoia high school, 30 years as dean of boys and 12 years as Peninsula Athletic League commissioner.

► **POSITION AND BELIEF** is the title of an attractive booklet produced by California Association of Secondary School Administrators, 2220 Bancroft Way, Berkeley 4, describing ideal, belief, reality, need, objective, and challenge.

► **PERSONAL INCOMES** of California residents in 1957 totalled \$34,517,000,000, according to state department of finance figures. This more than doubles the \$16 billion income figure for 1947.

► **DR. GEORGE WELLS BEADLE**, professor of biology at California Institute of Technology, is one of two American scholars taking up appointments at Oxford University next year. Dr. Beadle will be the George Eastman Visiting Professor.

► **PERSONAL:** William Morrell, Pacific Beach junior high school, San Diego, received 35-year award for service to district. Dr. Garford Gordon moderates and Mabel Perryman promotes 6-week KNBC series on "Science Calling"; state-wide release on radio stations will be announced. Jean Von Christerson of CTA public relations staff is editor-reporter for "FYI", weekly staff newsletter, now running four to eight pages. Elinor Shaw, 11 years secretary and editorial assistant to Bob McKay, becomes a professional staff member as legislative consultant in CTA Governmental Relations department. Exec. Secy. F. McElwain Howard of Northern Section points out that 67 school districts and county offices in the Section now use payroll deduction for payment of professional dues—over 90 per cent. Early reports indicate that the 29,500 copies of September *CTA Journal* distributed to non-members and board members assisted CTA's fall membership drive for 1959 . . . all available copies have been shipped out.

► **SCHOOL INTEGRATION** made headlines again in September as the nation's schools opened. Virginia's Governor Almond tried to block integration with legal maneuvering; Arkansas' Faubus again ordered the closing of Little Rock high schools "to avoid the impending violence and disorder which would occur. . . ." As other states in the South watched, it became clear that if resistance to federal law is successful in these two states, it will be tried elsewhere. While complicated legal wrangling goes on, hundreds of children—both black and white—try to get the education this country has traditionally provided its young. Those who can afford it are going off to visit relatives in other school districts. In Arkansas, they're trying television. People the world over await the outcome of a contest that can give aid and comfort only to those hostile to the United States.

► **DR. WILLIAM C. KVARACEUS**, professor of education at Boston University and one of the nation's leading specialists in the field of behavioral problems, assumed direction of the new NEA project on juvenile delinquency on September 15.

► **A NATION-WIDE** college course in Atomic Age Physics will be televised by NBC beginning October 6 and continuing through June 5. The course will be offered for credit through local colleges and universities. National teacher is to be Dr. Harvey E. White, professor and vice-chairman of the department of physics at U.C. in Berkeley. Other internationally known scientists will serve as guest lecturers.

► **OCTOBER** issue of *Coronet* contains an article entitled "Bargain-basement education is no bargain," condemning "economy drives" in communities which have rejected bond issues because the schools for which they were intended were "too expensive." California was not among the states mentioned in the article.

► An educational-TV project slated for fall showing is "Ten for Survival," a series on man's key to existence in the nuclear age. The series will be produced by NBC in cooperation with the U.S. Office of Civil and Defense Mobilization, and will be produced live over the NBC network to the nation's educational-TV stations. KQED, San Francisco, is one of the stations to carry the series.

► **FIRST UNITS** of NEA staff moved into part of the new NEA headquarters building in Washington October 1, with other units to follow in November. By the end of November, all units should be in place and settled in time for formal dedication on February 8, 9 and 10.

► **A POLL** of 1,919 people, conducted on behalf of the National Association of Science Writers, and New York University, showed an interest in science news was especially marked in the West. The survey also found, in gen-

eral questioning, that 64% of the people obtained their facts about science from newspapers, 41% from TV, 34% from magazines, and 13% from radio. As far as the ill effects of science are concerned—the atom bomb, for example, and its potential for destruction—12% blamed the scientists, 12% politicians, 12% "evil persons," 8% foreign powers and 3% the military.

► **ROCKEFELLER BROTHERS FUND** released a report last June on the current status of American education, calling for the nation to take immediate and aggressive steps to provide educational opportunities for the fullest development of every individual. It recognized, too, the number of teachers needed, the number and size of new school buildings, the state of teachers' salaries. While none of this is new information to those long concerned with education, what is important about the report is the *fact* of its recognition, and the influence that such a report can have on the general public.

► **THE JOSEPH HENRY JACKSON AWARD** was won this year by William C. Wiegand of Los Altos, an instructor in the English department at Stanford. The contest, limited to residents of northern California and Nevada under age 35, is intended to develop the kind of encouragement which Mr. Jackson himself provided for many years.

► **REPORT CARD U.S.A.** is the overall theme for American Education Week, to be observed November 9 to 15. The theme has seven sub-topics keyed to it: Building Character, Responsible Citizenship, Education and Survival, The Curriculum, The Teacher, Developing Talents, and Community Teamwork.

► **OLIVER J. CALDWELL**, assistant commissioner for international education, U.S. Office of Education, spent the month of April in the Soviet Union. Purpose of his trip was to visit Russian schools and other educational institutions, arrange reciprocal visits of American and Russian educators, and plan an exchange of American and Russian educational materials.

► **NEARLY ONE-THIRD** of all U.S. school children need special training, according to the International Council for Exception Children, and only a handful are getting it. The Council's 36th annual convention, held in Kansas City, tackled the problem of special education and came up with the fact that of some 33½ million children attending grades 1 through 12, approximately 3 to 4 million are special cases.

► **RURAL** educators will study ways of improving education in smaller communities at second national conference of NEA Department of Rural Education at Minneapolis, Minn., October 10. Following will be 13th conference of County and Rural Area Superintendents, October 12-15, together with Conference on Transportation Supervisors.

► **NEA STAFF** is growing rapidly: Robert C. Snider is new asst. exec. secy. Department of Audio-Visual Instruction, formerly faculty dept. of education, University of Chicago. T. C. Clark, from Teachers College, Columbia University, is assoc. exec. secy. Association for Higher Education. Norman E. Hearn, former staffman Michigan Education Association, is asst. dir. Division of Press and Radio Relations.



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Consulting Groups on Professional Objectives

THE PROGRAM of consulting groups to consider and react regularly to professional issues which was authorized by the Board of Directors last year will begin soon. This activity will be sponsored by the "Panel on Evaluation of Program and Services" as a part of its continuous scrutiny of the program and objectives of the Association. These small groups of teachers meeting all over the state are intended to provide the profession with a simple and practical vehicle to promote communication on professional issues and to step up membership participation in the continuing readjustment of the structure and objectives of our professional associations.

Stimulating discussion is often desirable for its own sake but we cannot be content with creative thinking merely as an intellectual pastime. Teachers must think to a purpose and the resulting opinions must be democratically organized as a basis for professional progress. The collective effectiveness of these *Consulting Groups on Professional Objectives* will depend on the sincerity and accuracy with which the individual groups report their reactions. Background materials for group members will be provided in the *CTA Journal*.

nal and group leaders will be furnished with helpful discussion guides. No rigid pattern for group organization is possible. Differing situations will dictate wide variability in the nature and conduct of the consulting groups but certain basic considerations should be met:

1. There should be enough groups operating that any member of CTA who wishes to participate can do so without difficulty.
2. The groups should be small enough to make general participation possible.
3. The groups should meet as long and as often as is necessary to reach consensus on the issues being discussed.

It is suggested that the actual group discussions be conducted during January and February with reporting to be completed in early March. This will make it possible for the results of the discussions to be synthesized and brought to the State Council in April.

The first step is the appointment by the President of every chapter of CTA of a person to be responsible for this consulting group program. This person will be asked to attend a training session. There will be about forty of these sessions throughout the state so no one need expect to travel far. These orientation sessions will all be held on November 24 or 25 at 4 p.m. The complete schedule will be mailed to local chapters and will be published in the November *CTA Journal*. Local plans can be completed during December and the actual consulting groups can begin meeting in early January.

I earnestly stress the importance of this continuous study of your professional objectives by the individual members of CTA. This activity must not be "busy work" or just another "project." The consulting groups should soon be a chapter activity as well recognized as is the salary committee.

Each year will bring a major area of our program into review and when the series is over the process can be repeated. The problems involved in the development and maintenance of higher standards of teacher education will furnish the issues for discussion this year.

A.F.C.

Arthur F. Corey
CTA Executive Secretary



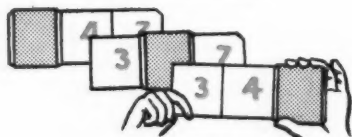
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"Family groups" of 3 related numbers per card. Only 45 memorizations needed.

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#229—Mult. & Div.....1.00

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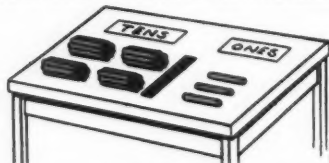


Folding Perception Cards

45 folding cards are much simpler than using 170 separate cards as in older methods. Teach four related facts using one card. Cards: yellow with red circles; 6" x 12".

#234—Pack of 45 cards.....\$0.60

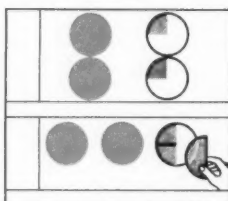
SHOW THE TEN-NESS OF NUMBERS



Enlarged Place Value Sticks

Children join 10 sticks to make each ten. Sticks are $\frac{3}{4}$ " x 5" finished red.

#767 Box of 100 Sticks.....\$3.00



FRACTIONS SIMPLIFIED

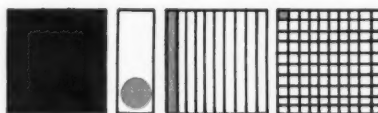
Pupil's Fraction Kit

A modern method to teach children quickly and with greater understanding. No failures. Circles show $\frac{1}{2}$ s, $\frac{1}{4}$ s, $\frac{1}{8}$ s, $\frac{1}{16}$ s, and $\frac{1}{32}$ s.

#754—With manual.....\$0.30

Per dozen above.....\$3.00

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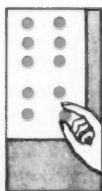


Decimal Place Value Cards

Set provides a card to show 1 whole, a decimal point, and cards showing VALUE in tenths, hundredths, and thousandths place. Card size: 18" x 18".

#762—With Directions.....\$1.00

FOR THE AGE OF DISCOVERY

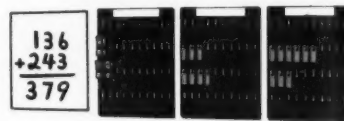


Number Grouping Discs

Die cut discs, ready to punch out, teach number facts through manipulation.

#751—Envelope of 500...\$1.00

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#755—With Directions.....\$3.25

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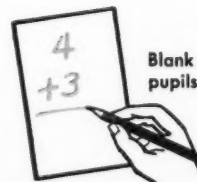


Thermometer

Large 7" x 22" unit with sliding color ribbon shows temperature changes. Used to teach reading and computing temperature changes.

#759—Each.....\$0.85

SELF TRAINING Practice Cards



Blank 2" x 3" cards for pupils to make own practice cards. Yellow for add. and mult., and green for sub. & div.

#752—Pack of 500.....\$0.90

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Palfrey's School Supply Co.
7715 East Garvey Blvd.
San Gabriel, Calif.

School Service Co.
4233 Crenshaw Blvd.
Los Angeles, Calif.

Ballot Propositions for Nov. 4

Prop. 1—Veterans Bond Issue.

A \$300,000,000 state general obligation bond issue to continue the program of loans to California veterans for purchase of farms and homes began in 1921. Ten previous bond issues have provided more than a billion dollars of state money for the program which is in effect self liquidating. The repayment record has been excellent.

Prop. 2—School Bond Issue.

A \$220,000,000 state bond issue, proceeds to be used for loans and grants to school districts for school construction. These funds will be used to finance the building of classrooms and other facilities in districts which have exhausted their local resources. It will continue the well-established and orderly program begun in 1947 under which \$690,000,000 of state money already has been made available for this vital purpose. CTA has actively participated in the development and strengthening of this program. It urges a "Yes" vote on Proposition 2.

Prop. 3—State Construction Bond Issue.

A \$200,000,000 state bond issue to be used for construction of state buildings, including facilities for the state colleges and the University of California. A similar bond issue was approved by the voters in 1956. CTA recommends a "Yes" vote on Proposition 3.

Prop. 4—State Harbor Bonds.

A \$60,000,000 state bond issue for harbor development. Not to exceed \$50,000,000 would be used for modernization of state-owned San Francisco Harbor and up to \$10,000,000 for loans to local governmental agencies for small craft harbors and facilities. Revenues from operations of the harbors would be used to pay the interest and principal of the bonds; the State General Fund, however, would in the final analysis be liable for the obligation in the event the harbor revenues were inadequate to pay the obligations.

Prop. 5—Compensation of Legislators.

Authorizes the Legislature to fix the salary of its members at an amount not to exceed the average of salaries paid members of the board of supervisors in the five most populous counties in California. Currently the legislators' salary is fixed at \$6,000 a year by the State Constitution. The average supervisor's salary in Los Angeles, San Francisco, Alameda, San Diego and Contra Costa County is \$10,080.

Prop. 6—State Indebtedness.

Requires publication in at least one newspaper in each of at least 50 counties, including the five most populous, for a period of

Because a number of propositions on the November 4 general election ballot deeply concern the public schools of California, the *Journal* here publishes a brief summary of the 18 measures, together with the State Council of Education's position on five. On pages 8 and 9 which follow is a symposium of opposing views on Propositions 16 and 18. An argument against Proposition 17, in which CTA vigorously concurs, will be found on page 10.

Recommended for Your November Ballot:

Prop. 2—School Bonds.

YES

Prop. 3—State Construction Bonds

YES

Prop. 9—Legislative Sessions.

YES

Prop. 13—Appointive State Supt.

YES

Prop. 17—Sales & Income Taxes.

NO

Following are brief summaries of all 18 measures as prepared by Robert E. McKay, CTA Governmental Relations Executive. For a complete text of each and arguments on both sides, see the ballot pamphlet sent to all voters.

eight weeks, the full text of any legislative act creating an indebtedness of \$300,000 or more. Up until two years ago, when it was repealed, the constitution required such publication for 13 consecutive weeks. Currently the requirement is that the proposed bond issue be published only in the ballot pamphlet mailed to each voter.

Prop. 7—Government Functions: Wartime Disaster.

Provides for filling the offices of members of the Legislature and Governor in event at least one-fifth of either Assembly or Senate are killed, missing or incapacitated beyond performance of duties as a result of war or enemy-caused disaster.

tated beyond performance of duties as a result of war or enemy-caused disaster.

Prop. 8—Presidential Voting.

Authorizes legislation permitting persons to vote for President and Vice President after residing in California for 54 days, but less than one year, if otherwise qualified as California voters. At present a person moving to California from another state must reside here one year before being eligible to vote. Under this proposal a person who would have been eligible to vote for President and Vice President in another state had he remained there would qualify in California after the 54 day period. He would, however, not be allowed to vote on state and local matters without one year's residence in this state.

Prop. 9—Legislative Sessions.

Lengthens general sessions of the Legislature 34 days by eliminating Saturdays and Sundays in computing the 120-day during which it may meet; eliminates 30-day February recess and permits introduction of unlimited number of bills at any time. Forbids committee hearings or passage of bills for 30 days after introduction, except by three-fourths vote. At present members may introduce as many bills as they wish during January portion of bifurcated session, but are limited to two bills each following recess. CTA recommends a "Yes" vote on Proposition 9.

Prop. 10—Eminent Domain: Airports and Schools.

After commencement of condemnation action, permits court order for taking immediate possession of property to be used for airport purposes by public agency or for school purposes by school district, after 90-days notice to the owner and after putting up money deposit as directed by the court to secure payment of just compensation to the owner. At present immediate possession can be taken only where rights of way, such as highways or reservoirs, are involved.

Prop. 11—Local Street and Road Bonds.

Permits cities and counties and grade separation districts to issue bonds for street

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A symposium: two propositions on November 4

YES ON 16

By TULLY KNOLES

THE question is whether the voters of California should repeal by a "Yes" vote a law which now exempts from taxation the property of schools below college grade and under religious and private control.

Sponsors of the initiative do so on terms of principle. They contend that tax exemption, as held by the courts, is a form of tax subsidy to foster competition against the public's own undercollegiate schools—and that it is both ethically and legally wrong.

It is wrong as a matter of principle to force the public to pay taxes for exclusive or fashionable schools. Those parents who choose these schools instead of public schools should pay the cost themselves.

It is wrong as a matter of principle to force you to pay the cost of tax exemption under a law that has no limit as to the amount or area of expansion and no requirement that those operating the schools should reveal their



DR. KNOLES is former president of College of the Pacific and a leader in the Methodist church.

resources or needs.

Figures released by the State Board of Equalization show the assessed valuation of private undercollegiate schools taken off the tax rolls since the passage of the tax exemption law has grown dramatically from \$14 millions in 1953 to over \$53 millions in 1957. In only five years there has been a sharp increase of 278 per cent! This staggering spiral will stop only if the law is repealed.

It is wrong as a matter of principle to force you to pay the taxes of these schools under a law which fails to provide any state control. With all the hue and cry over the public schools, it is well to bear in mind that the public schools are open to public inspection and control and on a local level. But the public has no such right in relation to parochial or private schools.

It is wrong as a matter of principle to force you to pay the costs of exemption under a law which was never specifically enacted for that purpose. The law to be repealed was never specifically enacted as such by the people. Instead, it is engrafted by implication in the courts. Altogether, this makes California the *only* state in the Union with such an unjust and uncontrolled exemption base to feed and foster unfair competition against its own public schools.

It is wrong to force you to pay the taxes of schools

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NO ON 16

By L. BOOTH WOODRUFF

PROPOSITION 16 on the November 4 ballot is an economically unsound measure which, if passed into law, would penalize and severely curtail an educational program benefiting all Californians.

As an amendment to the state constitution, Proposition No. 16 would establish a mandatory tax against the 1076 nonprofit schools in California—which provide education for 340,000 students.

California's nonprofit elementary and secondary schools render a valuable public service by providing vitally needed classrooms and in educating these youngsters at no cost to the taxpayer. It costs an average of \$346 a year to educate each boy and girl in public schools. This means that nonprofit schools operating without tax funds save the taxpayers \$118,000,000 every year. This gigantic saving carries double significance when we realize that the potential tax revenue from taxation of these nonprofit schools would yield only \$1,800,000—less than two percent of the saving they grant to taxpayers.



MR. WOODRUFF is executive secretary of Public Educators Against Taxing Schools.

To you in the public school system, a "No" vote against Proposition No. 16 means a greater protection of public school revenue.

Seven years of exemption has not only protected the tax base and tax rates, but has greatly benefited the state fund available to public schools. The following verifiable statistics, based on 1957 reports from the office of the state controller and the state board of equalization prove:

This exemption conserves to the state annually	\$118,000,000
Total possible adjusted tax would produce only	1,175,000
Net conservation to the state (public schools)	116,825,000

This figure is based on the present enrollment in the nonprofit schools. Loss to the state fund if No. 16 carried would be determined by the number of pupils compelled to go on the public school rolls. Would it be 10 per cent, or 20 per cent, or 30 per cent? Research indicates that a very large percentage would have to be absorbed, imposing additional burdens on state tax sources.

Outstanding among key reasons why Proposition 16 should be defeated is the unfairness of the "double taxation" the measure wields over the heads of the parents of children attending nonprofit schools. Parents who send their children to nonprofit schools not only underwrite the entire cost of their education, but also pay their full

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November ballot of vital concern to all citizens

YES ON 18

By ROGER D. LAPHAM

THE proposed Right to Work constitutional amendment, Proposition 18 on the November ballot, embodies a principle that is close to the hearts of all public school teachers, the principle of individual freedom.

Right to Work can be explained in a very few words. It is the right to belong or not to belong to a union.

The principle of individual freedom is a cornerstone of the public schools and public school education. In fact, freedom is not only the basis of California's constitution but those of all free countries.

Labor unions, in their original concept, were voluntary organizations. It is only in recent years that compulsory membership has become a motivating force in organized labor. What compulsory unionism has led to has been revealed in the recent exposures in Congress and elsewhere of crime, graft and corruption.



MR. LAPHAM, former mayor of San Francisco, is chairman of the No. Cal. Committee for Yes on 18—Right to Work.

NO ON 18

By C. J. HAGGERTY

THE trade unions of California, through responsible collective bargaining, have promoted economic and social growth for every Californian who works for a living, both non-union and union.

They have added immeasurably to the purchasing power of every consumer, expanded the markets necessary for farm and factory products, contributed to the profits of commerce and industry, and created new and greater opportunities for private enterprise.

Why, then, should there be a so-called Right to Work movement, which would destroy collective bargaining, weaken responsible unionism, destroy union security, endanger a stable working force that has been built up over the years, and threaten economic welfare.

Proposition 18—so-called "Right to Work," will not create one new job. It will not restore one worker now unemployed to a payroll. It will not save the job of a single person who now faces an impending lay-off. It contains not one single provision for secret strike ballot. It does nothing about so-called "bossism."



MR. HAGGERTY is secretary-treasurer and legislative representative of Calif. State Fed. of Labor, AFL.

It is in the interest of union members, as well as the general public, that the abuse of uncontrolled power exercised by labor bosses be curbed.

History has offered repeated proof of the truth expressed more than a century ago by a famous statesman, Lord Acton, that "power tends to corrupt, and absolute power corrupts absolutely—no man is to be trusted with absolute power."

Voluntary membership in unions instead of membership by compulsion, now imposed under union shop contracts, would result in restoring control of union affairs and leadership to the hands of the rank and file.

Proposition 18 would do this without in any way weakening or interfering with collective bargaining or any of the other established legal rights of organized labor. Those rights are guaranteed and protected by Federal law.

The heart of Proposition 18 is contained in the following declaration, set forth in the text:

"It is hereby declared to be the public policy of California that the right of persons to work shall not be denied or abridged on account of membership or non-membership in any labor organization."

The remainder of the provisions simply spell out that

(Continued to page 33)

Its proponents seem to think that if enough money is pumped into this campaign of mass deception, the citizens of California can be persuaded that the standards and practices of Mississippi point the way to progress for California.

It is a known fact that the principal proponents of so-called "right to work" consist of a high-powered Los Angeles public relations firm, working in conjunction with the Merchants and Manufacturers Association of Los Angeles, the powerful *Los Angeles Times*, extremely reactionary Southern Californian employer groups and associations, a small handful of politicians who are using the movement for political reasons, and another small group of individuals who are ignorant of the real meaning of the measure.

It holds only the promise of lower wages and living standards, lower purchasing power, shrunken markets, depressed communities, with fewer jobs and profit opportunities, to the mutual detriment of all.

If, for example, the average per capita income of "right to work" states were applied to California, our people would have \$13 billion a year less to spend.

Proponents of "right to work" cite 18 states which have, since 1942, adopted "right to work" laws—and falsely imply that the laws have benefited these states.

The states listed are predominantly agricultural, or among the most backward areas in the country. They represent sections of the nation where industrial strife

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Proposition 17 Must Be Defeated

Shifting of tax responsibility would be
disastrous to schools, says State Controller

Robert C. Kirkwood

PROPOSITION 17 poses a double-barreled threat to education.

By undermining the entire economy of California, it would impair the opportunity for advancing the cause of education, because educational opportunities and strong school programs thrive best in states with a strong economy.

Proposition 17 would have a direct adverse effect on income to the General Fund, out of which almost all of the State's costs of education are paid.

It is a crackpot proposal which would turn back the clock for education in California at least 50 years.

Basic to California progress and the high standard of education in the State has been the favorable business climate which has encouraged expanding industry, the attraction of new venture capital and the creation of new jobs to support our citizens. A favorable business climate means rich wellsprings of employment, high standards of living and good schools.

The confiscatory income tax rates set forth under Proposition 17 would quickly drive industry to other states with fairer laws. This would place California at a competitive disadvantage with other states in attracting new industry. Job opportunities would be reduced, although for our estimated population of 18 million by 1965 we must develop upwards of 1½ million new jobs for Californians.

My chief concern with the issues posed by Proposition 17 is California's ability to meet the needs of its citizens, whether those needs are met by private industry or by government. Such a law would put a damper on business activity and would throw into reverse the sound approach by

government which has contributed richly to California's present national leadership.

The annual loss of revenue resulting from Proposition 17 would be at least \$50 million, without taking into account any adverse effect of the measure on the present business climate. California can ill afford such an income slash.

State revenue in 1957-58 totaled just over \$1.1 billion, of which \$800 million was needed to meet costs of education alone. Total expenditures, however, ran to almost \$1.3 billion. The deficit of about \$180 million was made up by use of surplus and by transfers from other funds. In addition \$20 million had to be transferred from the Rainy Day Fund to the General Fund last June to cover revenue deficiencies of last year.

Further deficit financing for the current fiscal year was authorized by the Legislature last April, when transfers totaling \$120 million exhausted all major reserves except for the Investment Fund. Indications are that revenues for this fiscal year may have been over-estimated by \$55 million. Consequently the Legislature may have no choice in attempting to balance the books next June but to borrow heavily from the Investment Fund, the sole remaining major reserve.

Obviously, further reductions of income could only darken the picture. Inevitably our schools would suffer. They would be weakened, too, by a resulting departure of the state from its traditional policy of paying for its facilities as it grows, an increasing dependency on bonding, and an impaired state credit. Already faced with the prospects of high bond in-



State Controller Kirkwood, whose significant views on Proposition 17 and its harmful effects on education are contained in the accompanying article, is the State's chief fiscal officer. He is a former member of the State Legislature, having represented Santa Clara County's 28th District in the Assembly for more than six years. He is recognized as an expert on school finance and educational problems. He was author of a number of bills of importance to the schools and the teaching profession.

terest rates, the State would find under Proposition 17 only listless interest and the possibility of few, if any, takers. This effect on State bonds inevitably would be reflected on the market for California's school district bonds.

Our school system is irrevocably wedded to the principle of strong self-government. At present the main source of support for local government is the property tax, and the taxpayer is carrying a heavy load.

Yet the State, if it loses revenue from one source, must look to others. A State property tax could be the answer and a lethal blow at the ability of local government to finance our schools.

Further, Proposition 17 would force the State to cut back existing assistance programs.

These are effects which all Californians should know about Proposition 17.



Executive Secretary Arthur Corey, left, who lives in nearby Hillsborough, stopped to watch a crew of 30 men pour cement in the complex array of forms and reinforcing steel at the first floor level.

CTA Headquarters Building Grows from Dream Stage

Now 100 days from ground-breaking, California Teachers Association's beautiful headquarters building takes shape at the Burlingame site. These pictures show how work on foundations and basement has progressed. Aiming toward next June's target date, construction is now ahead of schedule. For details of progress, watch for a page of pictures each month in the *Journal*.



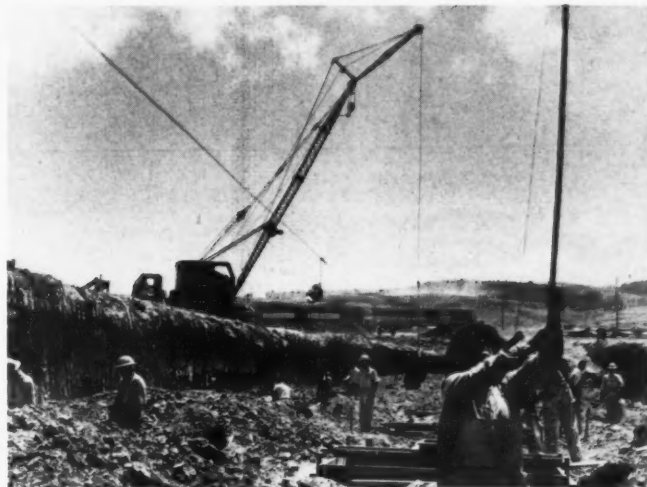
A carpenter adjusts a plumb line during construction of forms for massive column footings.



↑ Workmen balance on narrow beams as they move sections of form into position before pouring the first floor. A forest of slender steel shores were used to support forms for the 500 cubic yards of cement that went into columns and floor.

Examining blueprints at the construction site are Art Henander, construction superintendent for Contractor Swinerton and Walberg, and Clyde Cohen, job captain for Architect Welton Becket and Associates. Photos by Madison Devlin.

← Over-all view shows the CTA site in the Mills Estate at Burlingame four days after the ground-breaking ceremony June 20. New homes are being built in a large residential area in the background.



A Child Shall Lead the Way

Joseph Raymond tells how the teaching of a foreign language can be an adventure in which the family can grow with the child.

IN LAST summer's enrichment program for children in Mt. View at the Whisman School, parents and other relatives found themselves learning foreign language phrases, vocabulary, and songs. Learning Spanish and French by repetition, gesture, simple dramatization, and song, the children took home their newly assimilated materials and often found that the folks at home became a congenial proving-ground for practicing the language.

The summer Spanish classes tied in neatly with a KQED language program now in its third series: "Spanish Without Tears," which I am slanting toward FLES—foreign languages in the elementary schools. This was an unusual motivational advantage I had for the three hourly classes in Spanish which I conducted as part of the total program involving 500 children aged 8-15 years. Selecting children whose enthusiasm and language development would be most apparent on my weekly TV show, I presented three special groups of eight children on three FLES-oriented programs. In classroom situations, these little folk robustly sang the old favorites: *La cucaracha*, *Las mañanitas*, *La llorona* and enthusiastically answered questions in Spanish improvised from materials stressed in the classes.

Public response to these demonstrations is heart-warming. A characteristic letter states in part: "... I cannot refrain from encouraging you in your revolutionary plan of teaching a foreign language [to children]. I could hardly believe it when you said you had only had them one week! ..."

Dr. Raymond, professor at San Jose State College, is originator of a FLES (foreign language in elementary schools) program started at Indiana University and now successfully growing in the Bay area. Author of articles in Modern Language Journal, Hispania, and other language journals, he notes that Modern Language Association of America is promoting his idea. Although San Diego and Los Angeles schools are making significant progress in the teaching of foreign language in lower grades, the author believes that "other areas of California sleep blithely on."



Children learn Spanish rapidly when they combine lessons with native dancing, songs, and simple conversation, which characterize the FLES program introduced with success by the author.

Several clarifications are in order here. FLES is not my revolutionary plan. I am only using a TV show to promote wider interest in what many consider to be the most important movement of second-language teaching in the U.S. today: FLES. And the children I presented were without exception brilliant and intensely motivated. The questions I fired at them were gradated carefully even if they did sound spontaneous. Only viewers afflicted with the sorriest apathy could fail to be impressed.

The Whisman district summer school, a comparatively new and unusual venture financed by the State, offers a splendid in-road to FLES. With a high percentage of Spanish-speaking adults and children, it is a logical area of California for FLES. In many schools near itinerant labor settlements there is a Spanish-English language problem comparable to that in Puerto Rican New York City.

Along with Whisman's enrichment courses in art, typing, music, drama, and other fields are courses in Spanish and French. Handling nearly half of the 500 children in one of the three morning classes were three rarities: teachers competent in a second language and at the same

time certified by the state department of education for elementary school teaching. My own credential is provisional since my first affiliation is on the college level.

Focussing on the Spanish courses, I stated these objectives: (a) to give children a basis for understanding and speaking simple Spanish; (b) to help them appreciate Spanish-speaking peoples in our midst and in their native lands, especially via music and folklore; (c) to help Mexican children gain emotional security in the new school environment; (d) to motivate interest for further study of Spanish; (e) to arouse public interest in FLES via parents and television appearances.

"Simple Spanish" consisted of (1) identification and general information phrases, e.g., *¿cómo te llamas?*, *me llamo . . .*; *¿dónde vive(s)?*, *vivo en . . .*; *¿cuántos años tiene(s)?*; (2) salutations, e.g., *buenos días*, *¿cómo está(s)?* *estoy bien*, etc.; (3) numbers and easy arithmetic; (4) telling time; (5) days, weeks, months, seasons; (6) colors [eight basic]; (7) animals [ten familiar ones]; (8) table utensils and food combinations; (9) home and family phrases; (10) body parts; (11) expressions about the weather, e.g., *hace frío*, *hace buen tiempo*, etc.

By 'understanding and speaking' I mean responding unhesitatingly to improvised questions totally in Spanish around the content of the above materials.

I drilled in short but complete sentences. Printed words and writing, although de-emphasized during the five weeks, appeared each Friday in little *exámenes* which the children wrote out and took home after checking. These grew inductively out of our progress, summed up the vocabulary assimilated through an aural-oral tradition, and reported informally to the children's relatives. This paper served the objective of reaching parents and helped the children to verify transcriptions in their own notebooks (the orthography was wild, e.g., "free-holys" [frijoles] but beautifully logical and needful of weekly amendments). Often children reported that their parents learned phrases from them, and wanted extra copies of the *exámenes* . . . another documentation to Isaiah's biblical phrase ". . . a child shall lead the way."

Several ideas loom sharply at the close of this program. Others involved with FLES can compare notes with the following observations:

Learner-motivation is critical. This much-discussed issue needs no rehashing now, other than the indication of the unusual motivation available during the summer program—a Spanish TV series, for which the FLES classes served as a grooming ground.

FLES yields outstandingly better results with selected children. Usually in a class of about 20, several children simply occupy space and assimilate nothing. They cannot be 'reached' to attain the same goals set for the group. The indiscriminate grouping is frustrating to them, to their little contemporaries, and to the teacher. Non-learners and conspicuously slow learners simply must be neutralized when they are forced together, to avoid the negative approach of disciplining. They can be put to work cutting out paper silhouettes of "hombres," "gatos," "caballos," etc., or they can slip pictures from old magazines representing words they retain from Spanish, e.g., "*muchacho*, *avión*, *rojo*, *azul*, etc."

Another neutralizing activity is making tortillas, using Quaker's *masa harina* so popular in the California area



Author Raymond began a weekly "Spanish Without Tears" program (KQED, San Francisco, Channel 9, Tuesdays at 9 p.m.) in July 1957. With an estimated audience of more than 40,000 homes, the educational television programs have been received enthusiastically. Dr. Raymond is author of a book *Spanish Without Tears* (Fearon, San Francisco, 1958, 56 pp., \$2) which is used as a study guide in the current television series.

with Mexicans who want real tortillas. This is a charming but messy schoolroom activity; children of all types enjoy it. (I shuddered at times to see children drop the *masa* dough on the floor, pick it up, press it out into a neat tortilla streaked with dirt, and tenderly wrap it up to take home for cooking and eating. I would have had a fight on my hands, had I tried to take the creation away from the child.)

Classes should be less than an hour. If they must be so long (as the summer's classes were), they must have a definite break in activities to sustain interest.

Abstractions are deadly. Children do not "dig" them. The language to be learned must apply specifically to items or acts easily seen or demonstrated and thereby immediately associated with the vocabulary taught. Similarly, children are not interested in after-shave lotions or the disease of prehistoric animals.

Music is a valuable teaching aid in foreign language classes. Children who shun it should be given other constructive activities and should not be compelled to "enjoy" it. The majority of children, however, do enjoy songs a great deal. Music unifies a group, helps quell a noisy class (for "music hath charms that soothe e'en the savage beast"), and is a source of constant delight to most of those who attempt to enjoy it. For five years I have worked with FLES and have never been without a piano in the classroom.

The Journal wants to know how widely—and how efficiently—foreign languages are being taught in the elementary grades in California. Write the editor a letter if you have news of new developments. In next month's issue will appear an article by Mildred Ramos of Salinas on her successes in teaching Spanish.

Reorganization of the State Education Code

Ernest A. Engelbert and Charles E. Young

FOR a number of years there has been a growing opinion among both professional people and lay citizens that the State Education Code needed a structural reorganization. The last major revision of this Code took place in 1941 and since that time, an enormous amount of school legislation has been enacted, not all of which was effectively integrated into the existing Code.

Among major criticisms increasingly heard are that the divisions and sections of the Education Code are not in orderly sequence, that subject matter is not integrated, that the Code contains many obsolete, ambiguous and conflicting provisions, and that the general format of the Code, including titles, annotations and index, could be improved to make it more usable.

In the 1957 session of the Legislature Assemblyman Wallace Henderson of Fresno introduced a bill which established a joint legislative committee which was instructed to prepare a complete revision of the Code and to submit a report with recommendations. The committee was given the powers of an interim committee, authorized to appoint whatever staff it needed, and given \$65,000 for the fiscal year 1957-58.

In September of 1957 the committee (which included Senators Dilworth, Donnelly and Grunsky, and Assemblymen Hegland, Henderson and Grant) met and elected Assemblyman Henderson chairman and Senator Dilworth vice-chairman. At that time the committee asked the Bureau of Governmental Research of the University of California at Los Angeles, in co-operation with the Legislative Counsel's office and the Legislative Analyst's office, to aid and assist it in the development of the research program preparatory to the revision.

Letters were sent to approximately 350 persons throughout the State soliciting their advice. Responses came from a broad cross-section of the State's citizenry including local administrators, legal counsels and attorneys, representatives of major educational groups, college presidents and administrators, professors and other academic personnel, various state departments, and non-educational group representatives.

On the basis of these replies and the results of hearings held in Monterey and Los Angeles in November and December, 1957, the joint legislative committee decided that the first order of business should be a structural reorganization based upon a new outline for the Code. The Bureau of Governmental Research staff was directed to develop such an outline and, working in conjunction with the Legislative Counsel, to prepare a reorganized Code which could be submitted at the beginning of the 1959 session.

Participating in the development of the outline was a group which included Dr. George Hogan and Lawrence Kearney of the State Department of Education, Angus Morrison of the Legislative Counsel's office and Professors William Briscoe and Edgar Morphet of the University of California. The group drew heavily upon the previous work of the National Education Association, the California Association of School Administrators, and other organizations in this endeavor.

In early 1958 a citizens advisory committee was appointed to review the technical work of the staff and to serve as an advisory body to the joint legislative committee. The citizens advisory committee is composed of representatives of 30 state organizations which have a major interest in education. California Teachers Asso-

Dr. Engelbert is serving as Director of Code Revision. He is associate director of University of California Extension, Berkeley, and a member of the Department of Political Science and Bureau of Governmental Research staff at the University of California at Los Angeles. Mr. Young is serving as assistant director of the project and is a member of the Bureau of Governmental Research staff, University of California at Los Angeles.

ciation is represented by Robert E. McKay, staff executive for governmental relations.

The actual research and work on code revision is being done by teams of educators, lawyers and social scientists located at seven major institutions, namely, the University of California at Berkeley and Los Angeles, Stanford University, Fresno State College, Fresno junior college, San Diego State College, and San Francisco State College.

Insofar as possible the work was assigned to teams upon the basis of special fields of knowledge which personnel in the teams represented. The Bureau of Governmental Research at UCLA has co-ordinated the work of the various groups.

For the first time, so far as is known, machine data processing has played a major role in code revision in California. Early in the project it was decided that I.B.M. methods could be used to facilitate and systematize the work. As a result each section of the Code was placed upon an I.B.M. card with the salient information necessary for the development of a new code. Many of the staff, at first skeptical of using machine data processing for legal revision, quickly became convinced of the utility of the system in dealing with innumerable items in sorting, content analysis, cross-referencing, and other procedures.

In accordance with the mandate of the joint legislative committee, the reorganization of the Education Code is being undertaken in several stages. Stage I of the project is designed to produce a reorganized code which will not include any substantive changes. The entire Code will be embodied in one legislative bill

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OLD COLUMBIA GRAMMAR SCHOOL

Finish the Job!

TO THE casual tourist, strolling along the tree-lined streets of Columbia in the summer of 1955, the historic red brick school was hidden in obscurity. Neglected and isolated, the Gold Rush school stood silently on Cemetery Hill, unseen by those who walked the well-trod tourist paths in town. The 49'ers had built it there, almost a hundred years ago. To it had come their children, and their children's children. In 1937 a bright new school building near the village drew the boys and girls. The old school became as silent as the graveyard nearby.

More curious than most, John Allan Smith had ventured past the town and up the hill. He saw the shattered panes, the broken doors, the crumbling brick. But more than this, he saw the struggle of the pioneer to build free schools. Here, amidst the dust of horses' hoofs and the din of gun and wagon train, had come the beginnings of California's schools. The Columbia School, in perfect setting and within a designated State Park, would be the California memorial to pioneer education.

Smith, a teacher, stirred the interest of CTA. State Council, by unanimous vote, undertook the restoration of the Columbia School, a gift to the people of California. The half million visitors who annually trek to the fabulous Mother Lode town would see this school exactly as it had been built one hundred years ago. With the teachers underwriting the cost of the campaign and its publicity, it was to be the proud project of the school children of California.

The Legislature, the Park Commission, the California Congress of Parents and Teachers commended the project. Hundreds of school boards throughout the state approved. Hundreds of thousands of school children gave



their pennies, nickels, and dimes, and when the last trickle of coins had ceased, there was \$40,000. Under the direction of Beaches and Parks and the Division of Architecture, specially trained workmen tenderly began the work of restoration. Historical accuracy and authenticity were paramount.

It had been estimated that the restoration would cost \$100,000. But Orvel Johnson, construction supervisor, and his remarkable crew made every penny count, revised and pared the cost to \$70,000. Last summer, for want of funds, the work of restoration ceased. Reluctantly, the crew secured the school and left for other jobs.

While money lasted, wonders had been wrought. The foundation has been shored, walls reinforced, and roof replaced. For the old red brick school, the ravages of time had at last been stopped. Yet there are stairs to be rebuilt, and floors. Pot bellied stoves must be installed, and desks and chairs. A hundred details still remain.

In August the CTA board of directors considered what was done and what remained to be done. Thirty thousand dollars must be raised to complete the restoration by 1960, the year of the school's centennial. How was the work to be completed, and in time? Was it to be left unfinished, relinquished to the state, some other group? The CTA board did not hesitate to make a choice. Its action: "FINISH THE JOB!"

The board decided that the children had done their share. They will not be asked to give again. The teachers will "Finish the Job." Each teacher will be asked to contribute 50 cents this fall through his CTA chartered chapter so that the restoration may be carried to completion. Chapter presidents will receive detailed instructions soon. Leaders will be urged to make collections early.

Praised by state officials, publicized in press and magazine, featured in the *New York Times*, adequately identified for half a million tourists in Columbia, the restoration of the Gold Rush school by the children and the teachers of California is a project of which CTA members can be justly proud.

—WILLIAM BARTON
CTA Asst. Govt. Relations Executive

OLD COLUMBIA SCHOOL
1860
1/4 MILE
Now Being Restored By
THE DIVISION OF BEACHES AND PARKS
AND
THE DIVISION OF ARCHITECTURE
Through Contributions From The
SCHOOL CHILDREN
OF
CALIFORNIA
Sponsored By
The California Teachers Association



John Swett

The fourth superintendent of public instruction fought for adequate school finance, tenure, and the dignity of the teaching profession.

Peter Thomas Conmy

This is the seventh in a series of biographical sketches by Dr. Conmy, librarian of the city of Oakland. The CTA Journal series, covering the lives and achievements of the first seven state superintendents of public instruction, includes: Marvin, February 1956; Hubbs, March 1956; Moulder, May 1956; Fitzgerald, March 1958; Bolander, April 1958; Carr, May 1958; and Swett in the article above. The author, who is historian of the Native Sons of the Golden West, expects to write a book covering California's educational history from 1849 to 1879 in which he will incorporate this series.

JOHN SWETT arrived in California January 31, 1853, and made this State his home until his death on August 22, 1913. For 60 years he made continuous and numerous contributions to public education. Of these, many were monumental and vital. All added up, they constitute efforts that may be proclaimed legion. Certain it is that no single individual did so much for public education over so long a period.

Although Swett now has been dead for 45 years, his career in California education should be retold for younger generations of educators.

John Swett was born in New Hampshire on July 31, 1830. Educated in his native state and in Massachusetts, and at age 17 employed as a public school teacher, he brought to California five years of teaching experience. In his background was the overshadowing influence of New England, where U. S. public education began, and where its first best developments took place. That the future leader of California's public schools was a product of the New England culture explains to a large extent his being an enthusiastic exponent of the philosophy of public education. To California, however, Swett had come not to further the interests of education, but to find financial gain in her free and open gold fields. After a few months in the mines of the Yuba and Feather Rivers, he forsook the quest for gold and turned again to teaching. In November 1853, he was appointed principal of the Rincon Grammar School in San Francisco, and remained in this post, developing his "south of Market" school until his elevation to the State Superintendency nine years later.

In his tour of duty at Rincon, Swett's greatest contribution was in the internal management of the school. The administration of the school during those years may

The godfather of CTA laid the foundations for public education in California—

be characterized as progressive. It is apparent that Swett was beloved by his pupils. During part of this period there was no high school in San Francisco, and it is said that there were a number of post-graduate grammar school pupils coached personally by the principal. It appears that he took classes for walks in San Francisco's hills, teaching geography, and the flora and fauna. The principal did find time to do some writing and made contributions to the *Pioneer Magazine*, the *Boston Cultivator*, and the *Knickerbocker Magazine*. During this period, Swett appears to have made at least two contributions to professional education in addition to progressive teaching at Rincon.

First, in 1857 he helped to found one of the first classes for the training of teachers. (There was no normal school in California then.)

In 1860 he undertook the editing of an educational section of twenty-four pages in the *Bookseller*. This was the first professional periodical in California school work, but it was a beginning and led in 1863 to the establishment of the *California Teacher*, a journal exclusively dedicated to education. Indeed, Swett was the first editor of the *California Teacher* and continued as such during his entire time as state superintendent. The young principal of the Rincon School early established himself as one of the foremost educators of California. It was for this reason that in 1862 he was nominated by the Union Party and elected State Superintendent of Public Instruction. This was the only state office to be filled at that election and the platforms of his opponents, General Jonathan D. Stevenson, and Rev. O. P. Fitzgerald, made it unmistakable that election of Swett would demonstrate California's loyalty to the Union. The writer's grandfather, the late John J. Conmy, then publisher of the *Shasta Courier*, on August 23, 1862, editorialized:

John Swett should be elected because by education and profession he is fitted for the place, certainly more than a military man or a preacher, and because California is an unconditionally loyal state and his opponents are mainly disloyal men.

Swett was elected, and on January 2, 1863, began his great service as leader of the California public school system. His term expired on December 6, 1863, but on October 21 of that year, he was re-elected for a new term of four years, serving until December 2, 1867.

The administration of John Swett as the fourth State Superintendent of Public Instruction marks the greatest leadership of public education from the beginning of California's statehood until his time. Perhaps his greatest accomplishment was that of obtaining a state tax for schools. In 1852 the legislature had levied a tax for schools of five cents on each \$100 assessed valuation. This was for one year only and was not re-levied. The

schools of the state, therefore, were supported by (1) apportionments from the state school fund, that is, the interest on the proceeds from the sale of the public lands, (2) a county tax (3) a district tax (this was rare, and legally difficult to impose), and (4) the rate bill (a tuition charge paid by parents).

The first step taken by Swett to improve the fiscal structure was in the matter of a state tax. At the institute held in San Francisco in May 1863, the teachers petitioned for a state tax. Swett, then, developed and gave before various bodies a lecture, "Duties of the State to the Public Schools." He next prepared a resolution which was adopted by the county superintendents requesting him to petition the legislature to levy a state tax of one-half mill. When this was presented to the legislature there was a strong protest from San Francisco based on the theory that that city should not be taxed to support the outlying areas. The answer was that the state should collect on the basis of wealth and apportion on the basis of need. The majority of the legislature agreed to this principle and the tax was levied. In 1866, upon Swett's showing that a larger amount was necessary, the tax was increased to eight cents.

In 1863 Swett also secured legislation providing for the apportionment of the state fund on the basis of the number of census children ages 5 to 18. This further provided that a district's eligibility to receive state aid was conditioned upon (1) employing teachers holding proper certificates, and (2) maintaining school at least three months in each year. The movement for better support of the schools continued. In 1864 Boards of Supervisors were authorized to levy a tax that would produce for the county school fund an amount equal to \$2 per census child in the county, and at the same time the tax rate was increased from 25c to 35c. In 1866 this legislation was amended by the inclusion of two features: (1) the amount was raised to that which would equal \$3 per census child, and (2) it was made mandatory for the supervisors to levy this tax.

The problem of local support was presented to the legislature in 1863 with the result that districts could hold an election to authorize trustees to levy a tax for (1) furnishing additional facilities, (2) keeping school open for a longer term than funds on hand would allow, (3) building additional school buildings. In 1864 an amendment made it mandatory for trustees to levy a tax to keep school open five months, whenever the state and county apportionments were insufficient.

Swett had been disturbed because the cash constituting the principal of the State School Fund had been "borrowed." In 1863 the legislature remedied this situation by providing that when state bonds matured they

be extended and deposited to the school fund. By 1867, when Swett retired from office, the fund had been restored.

Along with the development of schools and legislation, California needed a professional organization of teachers. It was difficult in pioneer days to get teachers together and the most common device for assembly was the institute. In addition to county institutes, California had state institutes, the third of which was called by Swett and met in San Francisco May 4, 1863.

Out of this meeting came the formation of the State Educational Society, limited in membership to holders of life diplomas or state educational diplomas. This assured a membership of teachers who were long experienced on the one hand or professionally trained on the other. California Teachers Association, now nearly 100,000 strong, imprints "Founded 1863" on its letterheads, dating its birth at the meeting of 463 teachers in San Francisco 95 years ago.

The official publication of the State Educational Society was *The California Teacher*, edited by John Swett. In 1866 this was made the official organ of the State Board of Education and the legislature appropriated money for its support. Swett continued his editorial work until the close of his term. Thus the state superintendent helped to found California's professional organization and launched its first publication.

Swett also worked on the problem of certification. Appalled by the necessity of renewing certificates annually, he fostered legislation which gave certificates a term of six years, and life diplomas after ten years of service.

The record of Swett's accomplishments in his high office includes much more than has been presented here. His voluminous and scholarly reports, his visits to schools in all parts of the state, and his outstanding addresses all were factors which enhanced tangible results.

The year 1867 found Swett's second term drawing to a close. It was axiomatic that one who had served so well should continue. Accordingly, on June 12, 1867, the Republican Party nominated him for another term. The Democrats presented the name of Rev. O. P. Fitzgerald, who was elected and took office on December 7, 1863. Although Mr. Fitzgerald was a great and good man and did his best to lead the schools, he found it difficult to follow in Swett's footsteps. The professional spirit of California education had found itself in Swett's term, and it resented leadership from without. This explains why, at the close of his term, Fitzgerald was replaced by a San Francisco teacher, Henry N. Bolander.

Immediately following his retirement from the state office, Swett was re-hired by the San Francisco Board of Education and made principal of the Denman Grammar School. A little later he was appointed principal of Lincoln Evening School and held these two posts until 1870. From 1870 until 1874, he was deputy superintendent of schools; 1874-1876 again principal of Denman Grammar, and from 1876 until 1889 principal of Girls High School and Normal Class. This service as principal and deputy superintendent covered a period of twenty-one years.

In this period he made many contributions to the cause of education. One of these was in the realm of

teacher tenure. At this period teachers were dismissed and re-hired annually. Not all were re-appointed of course, for the reason that so many vacant positions tempted board members of political bent to appoint friends. In 1868 Swett discussed this matter with certain board members in San Francisco and secured a promise that thereafter teachers would be retained indefinitely. Hence from 1869 on, the San Francisco Board of Education gave teachers a sort of unofficial tenure. In 1881 Swett was one of those who backed a bill which permitted official tenure in San Francisco. Although this law did not apply elsewhere, it laid the foundation for statewide tenure later.

In these years, as during his incumbency as state superintendent, Swett continually advocated higher professional standards.

While he was Deputy Superintendent, Swett also participated as a member of the faculty of the "evening normal school." This was not a normal school in the accepted sense and today probably would be classified as in-service training. It existed for the purpose of enabling teachers already in service to improve their certification by meeting new legal standards, for as Swett wrote, "Some of these teachers held certificates without a record of examination, while others were holders of certificates with percentages lower than the present standard."

The normal class at Girls High School was a special course, but in 1876 when Swett was offered the principalship, he accepted with the proviso that there be added an additional year for those who wished to take normal training. Hence the name Girls High School and Normal Class.

In 1872 at Boston, Swett addressed the annual meeting of the National Education Association. His address dealt with the professional welfare of teachers. He excoriated the system of certifying teachers for one year only. He protested, too, against teachers being examined for their certificates by lay persons. His entire address bespoke the need for professional training. This is well illustrated by his reference to the college diploma as a certificate:

It is often urged that a college diploma ought to be taken as a valid certificate. It *was* so taken in former times, and is so taken now in many places. But a college-bred young man may or *may not* be qualified to teach a common school. I have known many young men coming to California with flying colors and fresh diplomas, who failed to secure a certificate to teach even the lowest grade school, on an examination in reading, spelling, arithmetic, grammar, geography and the history of the United States, so elementary in character that, to a pupil of average attainments in the highest grade of an ordinary grammar school, it would have been merely play. They exhibited a most lamentable ignorance of the very elements required to be taught in every common school.

The State Education Society organized in connection with the State Institute had not flourished, due to frontier conditions. When in 1875 State Superintendent Bolander called a convention of teachers in San Jose, Swett participated in a revived professional organization known as the State Teachers Association. During the subsequent twelve years annual meetings were held, usually in San Francisco. The association in June 1878 met in Sacramento, at which time Swett presented certain proposals to be incorporated in the new state constitution. These were adopted and subsequently were written into the constitution. One provided a term of four years (instead

of two) for county superintendents. Another defined the public school system (heretofore limited to common schools) to include high schools and normal schools.

In 1888 the National Education Association for the first time met in San Francisco, and this was a recognition of Swett and the achievements of public education in this relatively new state. At this meeting Swett delivered a paper on "The Relation of the State to School-books and Appliances."

After the NEA meeting (which should have motivated professional interest) the State Teachers Association declined and in the nineties had to be revived again. Swett was in the front line of restoration work.

During the years that he was principal of Girls High School, he wrote several textbooks, among them, *A Normal Word Book*, (1879), *Methods of Teaching*, (1883), and *School Elocution* (1887). Previously he had compiled *Common School Readings*, (1867), and *Questions for Written Examinations*, (1872). In 1876 he wrote *History of the Public School System of California* and after he retired published *American Public Schools, History and Pedagogics*, (1900), and *Public Education in California*, (1911).

In 1889, due to political machinations, John Swett resigned as principal and retired to his farm in Contra Costa County. He was not permitted to be inactive for long, however, because in 1890 he was nominated for the office of superintendent of schools of the city and county of San Francisco, and in November of that year he was elected, taking office in January, 1891.

The city and county form of educational administration was a difficult one. There was a large board of education. The superintendent of schools was an elected officer and theoretically the executive officer of the board of education, but really had no powers. He was required to report monthly on the condition of the schools. He was responsible for recommending to the Board of Education changes in the course of study. Of course, under state law he issued teacher's certificates. In general, however, he was a general supervisor and had no real authority over the teachers. He was not consulted concerning employment of teachers. In short, the only influence which he could exert was that which by the impact of his personality he could sell either to the board on one hand, or the principals and teachers on the other. It was considerations such as these that caused Carr to write:

His work as city school administrator, while devoted and intelligent, was not a particularly significant contribution. Compared with his work as a teacher it was brief in duration and lacking in basic theory. Compared with his earlier work as State Superintendent of Public Instruction it lacked breadth of scope and the tireless vigor of youth.

... Serving in a city controlled by bitter factional policies, without extensive professional associations or any generally accepted principles of administration, with heavy responsibilities and practically no authority, without any adequate clerical, bookkeeping or advisory staff, he could not make rapid progress.

It was during Swett's incumbency as city and county superintendent that the teachers' professional organization was re-organized at Riverside in 1891. Now it was decided to have regional associations coordinated by an advisory council of fifteen.

At the close of his term Swett decided against seeking re-election and retired again to his farm near Martinez.

The final eighteen years of Swett's life were spent in

retirement at Hill Girt Farm in the Alhambra Valley of Contra Costa County. His relations with public education were by no means severed however. He was elected a trustee of his local high school district, and by appointment from the governor was a trustee of the San Francisco State Normal School. From time to time he was invited to address teachers' institutes and to deliver baccalaureate addresses.

He also did his part to obtain legislation beneficial to the schools and to teachers. One of these was the State Teachers Retirement Law enacted in 1895 and amended in 1897 and 1913. He was also honorary lecturer in Pedagogy in the Department of Education at the University of California.

It was through the State Teachers Association, however, that he made his greatest contributions. As a member of the Council, he was venerated and respected as the father of the society, and made a special study of professional ethics. In 1900 he was appointed a member of the committee on revision of the constitution. He was a member, also, of the committee which made its famous report at the Berkeley meeting in December, 1905.

The report recommended that the body be incorporated as California Teachers Association, that there be a paid executive secretary, and that the regional units be co-ordinated closely so as to form one state-wide association.

On December 28, 1906, the new council accepted the proposed articles of incorporation. This appears to have been the last major project in which Swett participated, although thereafter until his death, he was an interested and active member. Venerable and honored, he remained to the end zealous for the public schools. He died on August 22, 1913, and was interred in the Mountain View Cemetery in Oakland.

It is difficult to place the views of John Swett in a philosophical category. Certainly he believed that education was necessary for a proper functioning of citizenship, and in this he would qualify with Plato and the other Greek idealists. But intermixed with this was the social realism of his day. His aim was one of practical accomplishment rather than the achievement of metaphysical speculation.

As a practical educator he is best evaluated by comparison with other men of his day. Following his 1872 address a Boston newspaper referred to him as "the Horace Mann of the Pacific Coast." The words of the editor consign John Swett to his place in American history. He becomes one of that intrepid galaxy of men who in several of the states battled firmly to establish the public schools. What Horace Mann did to organize education and advance its cause in Massachusetts, what Henry Barnard did to professionalize teaching in Rhode Island and Connecticut, what Thaddeus Stevens did to eliminate pauper school in Pennsylvania, what Robert Breckenridge did to safeguard the permanency of the school funds in Kentucky, what such public-spirited men as Caleb Mills did in Indiana, Samuel Gallaway and Calvin Stowe in Ohio, John Pierce and Isaac Crary in Michigan, Calvin Wiley in North Carolina, and Ninian Edwards in Illinois, the intrepid John Swett in his own way and in his own measure did in California.



An impressive six feet high by 36 feet long, this plywood mural is displayed at El Segundo high school. The work of two boy students and Art Teacher Arthur Petsch, the

giant panorama required three semesters of labor. It proved to be a major art contribution to the community.

History and Art on Plywood

TEACHER Arthur Petsch at El Segundo high school gave his class an assignment: design an historical mural. The young people studied dozens of sources on architecture, costumes, transportation methods, decorative designs and the minor arts, covering the span of recorded history.

Dorn, a senior, and Bob, a junior, submitted the design which the teacher selected. They proceeded with a full-scale rendering of their design, which they transferred to eleven 4x6 foot panels of 1/4-inch birch plywood by means of carbon powder on the reverse of butcher paper.

As work progressed, Petsch became a third member of the team and it was agreed that in cases of disagreement a two-member vote would prevail.

A small power machine known as a cutawl—which works with a sewing machine action—was used to cut along lines. An electric routing tool with a V-shaped bit was used to cut depressed areas 1/8 of an inch deep and roughened areas were smoothed with steel wool.

The routing process alone required 70 hours. But many more hours of labor were necessary before the closely-fitting panels were ready for permanent display. The boys applied wood sealer to prevent the plywood from absorbing oil stain unevenly and to permit manipulating the stain for a longer period of time.

A sandalwood stain was brushed over the surface, followed by a mixture of brown umber and black walnut stain. This produced an even golden tone. Three coats of a fast-drying flat satin finish were applied

with a spray gun for the final touch.

From the co-operative assistance of Superintendent Warren McQueen to the admiring inspection of the newest freshman, the high school approved the project and expressed its pride when the mural was finally erected after three semesters of loving labor.

Teacher Petsch, who wrote a detailed account of the project for the November 1957 issue of *Arts and Activities*, a nationally circulated art education magazine, modestly concludes with: "I am especially pleased that two boys in the student body have earned the admiration, recognition, and respect they deserve. Their

mural has proved itself a lasting contribution to our school and community."

Arthur Petsch died suddenly on August 31, without having seen the proof of this story. Former president of Classroom Teachers Department, Southern Section, life member of CTA-NEA, and a member of the board of directors of CTA-SS, Art was a kind, friendly, professional person. He had a master's degree in art education and had studied under Thomas Hart Benton, foremost American muralist. "We have lost a fine leader and a warm personal friend," said Lionel De Silva, CTA-SS executive secretary.



After full scale sketches had been transferred to wood surfaces, the boys routed lines with a cutawl and steel-wooled for smoothness. At right the teacher member of the trio points out an experimental process in the intricate finishing processes. Staining produced a golden tone, plus a satin finish.

School Lunches Are Important, too

James M. Hemphill

TWO children, eating in a school cafeteria, were discussing the portions of roast turkey on their plates. They were arguing which was the meat and which was the dressing. It is possible that many thousands of California school children might never know the difference during their growing years if they had not received nutritionally well-balanced meals in the school lunch program.

Twelve years ago the National School Lunch Act provided a two-fold program: "To safeguard the health and well-being of the nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other food." We have made great progress in California in attaining these objectives.

Approximately 600,000 children in more than 3,000 California schools, both public and private, are receiving nutritionally balanced lunches under the National School Lunch Program each day. These lunches are designed to meet from one-third to one-half of the child's daily nutritional needs, as determined by the National Research Council.

Most authorities in the field of nutrition tell us that the nutrients most likely to be deficient in the diets of our children and youth are calcium, vitamin C and vitamin A. In California fifty-six per cent of school lunches include one-third quart of milk as a beverage and the remainder include one-half pint of milk. During



the past three or four years particular emphasis has been placed on including a vitamin C rich food in the menu each day and a vitamin A rich food at least twice a week. Most schools are following these recommendations.

In addition to providing children daily experience with a nutritionally balanced lunch, the school lunch program stresses a variety of foods and attempts to develop a better acceptance of foods with which many children may be unfamiliar or which many children may think they do not like.

Although the nation spends one-seventh of its income on food—about \$46 billion annually—"too many people go without breakfast, eat unbalanced meals, or are not eating enough." This was the opinion of Louis A. Rozzoni, president of the California Farm Bureau Federation, as he opened the California Food Conference at Sacramento April 29.

California Teachers Association, as one of the 30 co-sponsors of the conference, assisted in the planning because of the importance of proper diet in the growth and development of youth.

One of the significant addresses delivered during the day by Mr. Hemphill, supervisor of the school lunch program of the state department of education, discussed the nutrition of school children. Because of issues involving the continuation of the program, the address has been modified for publication here.

School lunch supervisors tell of receiving calls from parents requesting information regarding the preparation of fish, vegetables and other foods. These parents express surprise and gratification that their children are accepting and, indeed, requesting certain foods which they had rejected previous to their experience with them in the school lunchroom.

In many schools the lunch program is correlated with classroom instruction and pupils evaluate the menus in terms of the Basic Seven Foods Chart. They learn the role of each of these food groups in contributing to improved health. Thus, the school lunch program is more than an institutional feeding program. In effect, it is a functional program of nutrition education.

The importance of the school lunch program to California agriculture is clearly shown by the fact that California schools use each day 200,000 pounds of fruits and vegetables,

44,000 gallons of milk, 38,000 pounds of bread and 12,000 pounds of butter. If meat, turkey, chicken or pork were served as the main dish in all school lunchrooms of the state on a given day, it would require a minimum of 120,000 pounds. These figures apply only to lunches served under the National School Lunch Program and do not include foods purchased by schools not participating in this program or the extra milk served under the Special Milk Program.

Although great progress has been made in the school lunch program since its inception in 1946, there remains a great potential for further expansion. Current participation represents less than twenty-five per cent of California's pupil population. Furthermore, recent developments indicate a trend toward lower rather than higher participation.

When the National School Lunch Act was passed by Congress in 1946, it was agreed that nine cents reimbursement per lunch was a reasonable contribution by the federal government in encouraging nutritious school lunches at a moderate price. As the program expanded throughout the country the appropriation had to be spread thinner and thinner among participating schools so that presently the reimbursement averages only about four cents per lunch nationally. In spite of the reduced reimbursement, schools have been able to maintain desirable lunch standards at reasonable prices because of the large volume and variety of surplus foods purchased and distributed by the U. S. Department of Agriculture.

Food Distribution Has Been Curtailed

This year, however, the distribution of these foods has been sharply curtailed. As a result of reduced reimbursement and fewer donated foods, school districts are faced with three alternatives, none of which is entirely acceptable.

Districts may underwrite school lunch operating losses by the use of general fund, or tax, monies. Although a number of districts are following this procedure and although others could and should provide more support for the school lunch program, many districts simply do not have

the financial ability to provide the necessary help.

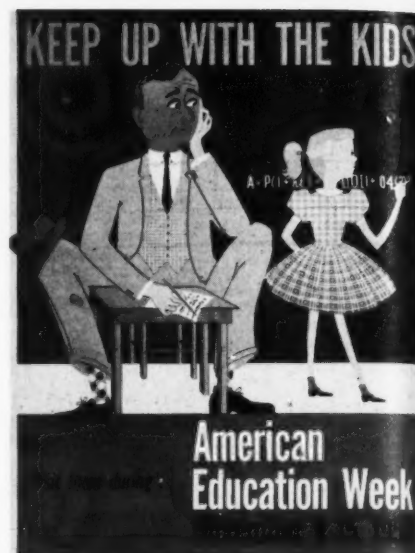
Districts may increase the charge to children in order to reduce operating losses. Unfortunately, pupil participation is closely related to the lunch charge and it is a generally accepted rule of thumb that participation drops about twenty-five per cent for each five cent increase in the lunch charge. Also, unfortunately, the first children to drop out of the program are those who probably have the greatest need for a nutritious lunch.

A third alternative is for districts to economize by reducing the quantities of food served. In order to do this it is necessary for the districts to drop out of the National School Lunch Program, since specific standards are prescribed for lunches served under this Program. Several of our larger school districts have already adopted this procedure and a number of others are contemplating following it next year.

To the extent that the trend toward higher lunch charges and reduced lunch standards continues, both objectives of the National School Lunch Program are being defeated. The health needs of our children and youth are not being met when substandard lunches are being served nor can we truthfully claim the school lunch program is an educational program when it is not nutritionally defensible. We are not encouraging increased consumption of agricultural products when the quantities of food in school lunches are reduced.

I believe the school lunch program has made great progress during the last twelve years toward achieving the two objectives established by the Congress. I further believe that we have reached a crisis in this program and that further progress is very doubtful unless there is more adequate financing.

We should have an increased school lunch appropriation sufficient to guarantee at least ten cents reimbursement per lunch, or we should have the use of Commodity Credit Corporation funds for the purpose of foods in types and quantities which will enable school districts to maintain desirable lunch standards at a charge not in excess of twenty-five cents per lunch.



CLARK IN CTA RESEARCH

Dr. Stephen C. Clark, test officer at Los Angeles State College, was appointed part-time research associate with CTA Research department September 1. He will be located at the southern office of the state association, where he will represent the department in its relationships with colleges, universities, and professional associations in southern California. He will also offer advisory service to individual members and local associations on research matters. His services will be in conjunction with those provided by other state CTA staff on the second floor of the CTA-SS building at 1125 West Sixth Street, Los Angeles.

A product of Pasadena schools, Clark had his first teaching experience in Japan. After serving in naval reserve intelligence, he studied the Japanese language, taught physics, received his M.A. in guidance in 1945. He earned his Ph.D. at Yale in 1949, taught psychology at Alfred University for two years.

He has served as a member of the board of directors and chairman of public relations of the Pasadena Education Association. He is a member of the National Vocational Guidance Association, the American Educational Research Association, and the American Psychological Association.

With his wife, Anne, and three young daughters, he has lived in Altadena for the past six years.

CARE Helps Needy Children

FOR MANY children in overseas countries the fall months do not bring the bright promise of "Back to School." They do not go to school, either because there is no school or they do not have essential clothing and equipment.

American students have had an opportunity through CARE to share their blessings with these less fortunate children. CARE school kits delivered to thousands of needy children overseas have given them copy books, rulers, pencils and erasers. Through CARE's book fund, technical and scientific books are sent overseas to students as well as children's books in Spanish, Chinese and English.

The eagerness of American students to help needy families throughout the world through CARE packages has repeatedly shown their increasing awareness of world fellowship.

This year some entrepreneurs in Room 14 of Harding school sold white mice they had planned to use for an experiment and sent the \$6 proceeds of their several transactions to CARE.

Students of the seventh, eighth, ninth and tenth grades of Redwood junior high school in Napa, together with the Redwood chapter of the Junior Statesmen of America raised \$413 through student dances, car washes, ice cream sales and rallies last Spring for a CARE village aid project in India. And in 1956 the group sent \$528.67 for Hungarian Relief raised by a dance, collections at

Cooperative for American Remittance to Everywhere, Inc., (CARE) is a non-profit philanthropic corporation on which Dr. William G. Carr, NEA executive secretary, serves as public board member. Michael C. Phillips, regional director in the San Francisco office (444 Market Street) informs the Journal that appeals for help in the annual CARE Food Crusade drive were mailed last month to all schools in northern California. Similar drives are under way in central and southern California.



The photograph above shows girl students at Lowell high school in San Francisco working at the CARE office, helping with the mailing which will produce food for hungry overseas families at Christmas time.

assemblies, basketball game and caroling and noon movies.

For the last two years the Junior Community Fund of Redwood City elementary schools has contributed to CARE from annual drives. This year the group sent \$125 for CARE self-help tools to be sent overseas.

Mark Twain school seventh graders in Modesto sent a large donation to CARE, thereby sending over one ton of food to needy families and institutions.

At Christmas time several classes gave up their annual Christmas parties or gift exchanges and sent the money to needy families overseas through CARE.

All CARE packages are distributed with the name and address of the school group and friendship greetings in the language of the countries in which they are delivered on each package. Many times donors have carried on correspondence with CARE recipients.

CARE has four separate programs—the original CARE package to individuals is the \$1 Food Crusade 22-pound surplus food package. The self-help program sends agricultural and vocational tools, medical supplies, and books. Village aid supplements with the delivery of piglets, bullocks, sewing machines and specific request material. The fourth CARE program—called Country Feeding—provides thousands of children in needy countries with hot school lunches, frequently the only meal they have all day.

Through the classrooms students develop an awareness of America's interdependence to the world and

the individual's responsibilities to it. And with the help and support of their teachers and advisors students actively participate in their world to help make a better tomorrow.

ARCOSS Deadline Set November 15

At the August 23 meeting of the CTA board of directors, objectives of the Association for Retirement Credit for Out-of-State Service were accepted and ARCOSS officers are serving as an advisory sub-committee to the CTA Retirement committee.

Lowell Ogden, president of ARCOSS, has asked each local chapter president to:

1. Appoint a permanent ARCOSS Chairman
2. Call a meeting to elect officers
3. Appoint building representatives
4. Collect the \$5 annual dues (through May 31, 1959)
5. Mail total collected with list of names and addresses to:

John F. Land, Treasurer ARCOSS
693 Sutter Street
San Francisco 2, California—by November 15, 1958.

Cash to finance the actuarial study is a MUST. When the money seems assured, the state CTA board of directors will contract with the State Teachers' Retirement Board to get the needed information from some 130,000 teachers to make a complete actuarial study. Only then can intelligent legislation be prepared.



DICK WAGNER

Of course, Mr. Cromwell, there will be a few extra-curricular activities, such as Hi-Y, yearbook, junior class advisor, Spanish club, and Friday night football games.



AND MATERIALS FOR THE TEACHER

New executive secretary of ATPI (American Textbook Publishers Institute) is Austin J. McCaffrey, former state education commissioner of New Hampshire. Dr. McCaffrey is also a representative of NEA on its joint committee with the National School Boards Association and a member of the Advisory Committee of the Educational Policies Commission. He succeeds Lloyd W. King, who retired after more than 15 years with ATPI.

Teachers interested in promoting UNICEF's Halloween program, "The Trick Is to Treat," should write for a planning kit. Last year's program reached more than 8,500 communities throughout the U. S. The kit costs \$1, contains enough material for a group of 25. Address U. S. Committee for UNICEF, P.O. Box 1618, Church Street Station, New York 8.

The first National Library Week resulted in "new library circulation records, new gains in registration and many new friends for libraries, books and reading," according to the National Book Committee's report. Second observance will be April 12-18.

A 7-year history of the citizens movement in education and the work of the National Citizens Commission for the Public Schools, in operation 1949-1956, has been made available for reference by the National Citizens Council for Better Schools, 9 E. 40th Street, New York 16. The history was published because of many requests for information by graduate students and educators on the Commission's background and development.

American Heritage, the magazine in book form launched December 1954, now has a sister magazine, also hard cover, intended as a general interest publication to cover the entire span of mankind's cultural activities, past and present. Known as *Horizon*, the first issue was published September 15. Charter subscribers may obtain the magazine, which will be published bimonthly, for \$15 a year; regular prices are \$3.95 a copy, or \$18 a year. Address American Heritage Publishing Company, 551 Fifth Avenue, New York 17.

Paperback books, by making low-priced editions available to readers, have made a big contribution to the book publishing field. A part of this contribution has been unnoteworthy. But many good titles, including the classics, have come from paperback publishers. Bantam Books, long-time paperback publisher, is the latest to announce a new line of "quality" books, to be known as the Bantam Classics. First books include Aldous Huxley's *Brave New World* and Dostoevsky's *The Idiot*. Get the list from Bantam Books, 25 W. 45th Street, New York 36.

A Dell paperback worth noting is *A History of the United States*, by William Miller, 512 pages, 75c. Miller has taught at N.Y.U. and University of Pennsylvania, and has been on the faculty of the Salzberg Seminar of American Studies.

Among the books made available by New American Library in its quality Mentor line, is *Relativity for the Layman*, by James A. Coleman, Assoc. Prof. of Physics at American International College, Springfield, Mass. This is a simplified account of the history, theory and proofs of relativity, keeping technical language to a minimum. 50c, 124 pages.

Last April, *Business Week* published a special report (prejudiced but stimulating) on U. S. Education: what is wrong with it, and what is ahead. Reprints may be obtained without charge if you are a subscriber; otherwise, send 50c each for 1 to 10 copies, 40c for 11-100; 30c over 100. Address Reprint Department, Business Week, 330 West 42nd Street, New York 36.

In order to help meet some of the problems on education for the gifted, Ruth Strang of the American Association for Gifted Children, has written guideposts to be used by school administrators, gifted students, their parents and teachers. A single set, containing one of each of the four folders, costs 60c, or folders may be purchased singly. To order, or obtain quantity prices, write Publications, Teachers College, Columbia University, 525 W. 120th Street, New York 27.

In the field of special education, the International Council for Exceptional Children has made available a 48-page booklet entitled, *How to Conduct a Self-Survey of Special Education Needs*. Price is \$1 with a 10% discount on 2-9 copies, 20% over 10. Order from ICEC, at NEA headquarters, Washington, D. C.

Other worth-while publications include: —*The High School Principal and Staff Deal with Discipline*, 91 pages, \$1.25 from Bureau of Publications, Teachers College, Columbia University, New York.

—*Foreign Language Teaching in the Elementary Schools*, \$1; *Curriculum and the Elementary School Plant*, \$1.50; *Elementary School Science: Research, Theory and Practice*, \$1; *Recent Curriculum Materials*, 75c; *Selected Bibliography for Curriculum Workers*, 1958, \$1. All from Association for Supervision and Curriculum Development, NEA, Washington.

—*School District Organization*, complete report of the AASA Commission on School District Reorganization. 324 pages, \$5. From AASA, at NEA headquarters.

—*Analysis of Research in the Teaching of Mathematics*, 1955 and 1956, Bulletin 1958, No. 4, from the Department of Health, Education and Welfare. 75 pages, 25c. Order from Supt. of Documents, U. S. Government Printing Office, Washington 25, D. C.

Current interest in science focuses attention on the following:

National Science Teachers Association has put the report of an exploratory conference held last May on elementary school science, into bulletin form entitled, *It's Time for Better Elementary School Science*. 48 pages, \$1, from NSTA, at NEA headquarters.

California Superintendent of Public Instruction, Roy E. Simpson, last February called a conference on science and mathematics education in the public schools. Results of that conference were published in complete form in the June 1958 issue of *California Schools*.

The story of the International Geophysical Year is told in *The World in Space*, by Alexander Marshack. The book describes the background and development of modern science which have given us our present knowledge of geophysics, and gives detailed consideration to each of the 13 IGY programs. The text has been read and corrected by IGY chairmen or members of the panels on each of the subjects. 174 pages, 88 illustrations, \$4.95. Published by Thomas Nelson and Sons, New York.

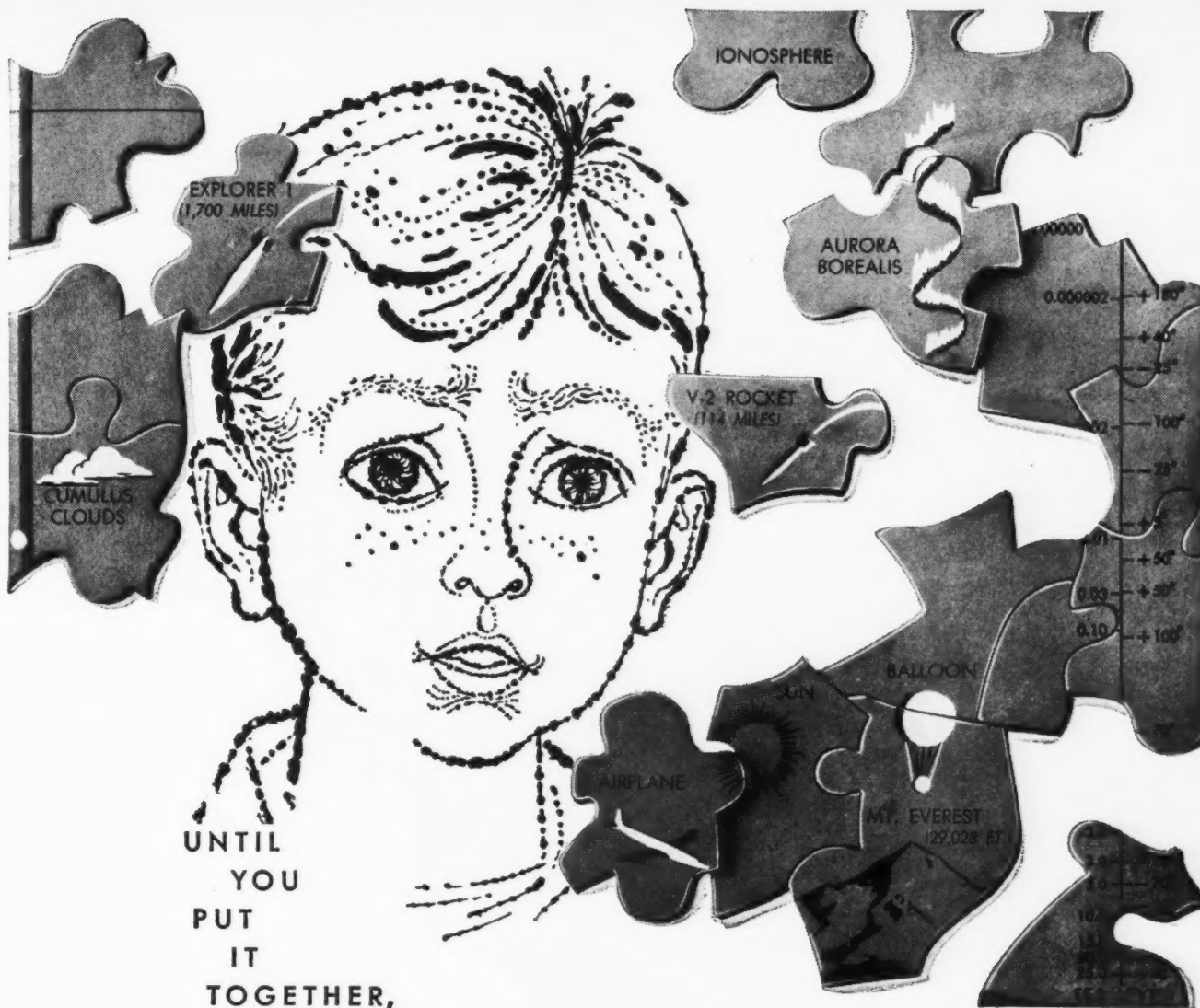
Now available from National Aviation Education Council, 1025 Connecticut Avenue, N. W., Washington 6, D. C., is *The Space Frontier*, a reprint with minor revisions, of two sections of the March 1958 issue of *Air Force Magazine*. Price is 25c. Also available from the Council is *Guidance Aids for a Stronger America*, an 83-page booklet listing the objectives of aviation education as they relate to career counseling and to the school's program of guidance services. Price is 75c.

For those who need the latest historical and current information about U. S. aircraft, guided missiles, military aviation, aviation research and development, and aircraft industry manpower, the 1958 edition of *Aviation Facts and Figures* supplies the answers. This is the official publication of the Aircraft Industries Association. Price is \$1.50 from American Aviation Publications, 1001 Vermont Avenue, N. W., Washington 5, D. C.

Photographer Madison Devlin, whose pictures have appeared in the *CTA JOURNAL*, and who is currently making a pictorial history of the development of the new CTA building at Burlingame, has produced a picture-book which was published by Fearon. His book, *San Francisco Panorama*, is a pictorial story of the city. 58 pp., \$1.75.

Fall catalogs have been received from the following:

- The Psychological Corporation, 304 E. 45th St., New York 17.
- Columbia University Press, Box 290, 2960 Broadway, New York 27.
- University of Chicago Press, 5750 Ellis Avenue, Chicago 37.
- Caxton Printers, Caldwell, Idaho.
- New American Library, 501 Madison Avenue, New York 22.
- Penguin Books, 3300 Clipper Mill Road, Baltimore 11, Md.
- Longmans, Green & Company, Inc., 55 Fifth Avenue, New York 3.
- E. P. Dutton and Company, 300 Fourth Avenue, New York 10.
- Sterling Publishing Company, Inc., 419 Fourth Avenue, New York 16.
- Junior Literary Guild, Garden City, New York.
- Henry Z. Walck, Inc. (successor to Oxford Books for Boys and Girls), 101 Fifth Avenue, New York 3. V.L.T.



CODE REVISION

(Continued from page 14)

which, it is hoped, will be enacted into law by the 1959 session of the Legislature without controversy. The reorganization will provide a Code with a more logical arrangement and better integration of subject matter, the introduction of section titles, more effective cross-referencing and better indexing. If plans are carried out, the Code will be printed with a revised format to make it more usable to educators and laymen.

Stage II of the Code reorganization is being undertaken simultaneously with Stage I. It is directed toward the preparation of specific pieces of legislation which will be introduced as separate bills designed to remove glaring ambiguities, inconsistencies, and omissions, obsolescences, and similar changes. Sections which require major redrafting for purposes of better understandability will be noted. Recommendations will also be made concerning areas of the Code which warrant substantive study.

Stages I and II will be completed by November, 1958, to give the joint legislative committee sufficient time to hold public hearings on the revision before the commencement of the 1959 session. It is anticipated that the Code Bill will be preprinted, *i.e.*, printed before the session begins so that there will be opportunity to get public reaction to the work of the committee.

The foundations of educational reorganization will be laid in Stages I and II. Stage III, which will include more intensive study and extensive rewriting of specific divisions of the

Code, can then begin. It is not anticipated, however, that any work on Stage III will commence until the 1959 Legislature has reviewed the work undertaken to date.

Throughout the entire project an immense amount of consultation has been undertaken with school administrators, practicing attorneys, and specialists in various fields. Though accurate count has not been kept, it is estimated that over 500 persons have had some association with this project. Members of the joint legislative committee have recognized the importance to the citizenry of the state of an improved educational code and have given unusual support.

State agencies such as the Department of Education and the Legislative Counsel's office have continuously participated in the project. Advice has been freely given on crucial points by members of the citizens advisory committee.

Before the revised Code becomes law, however, a major job still re-

(Continued to page 28)



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Proudly We Sing, for 8th grade. The songs and music of America are presented in the meaningful context and framework of our country's history. Some of the songs

originated here. Some came from faraway countries—favorite songs of other peoples. We listen to Americans singing at their work of building a great nation. There are songs about events that influenced our way of life, and about our lives as they are today.

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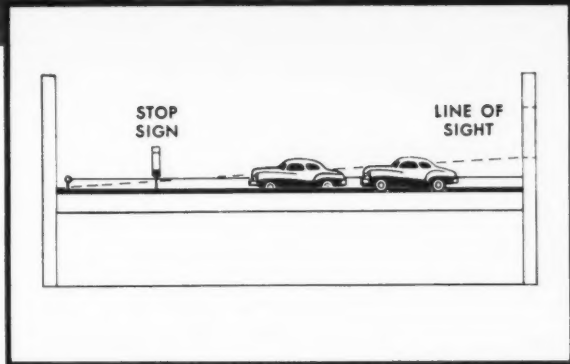
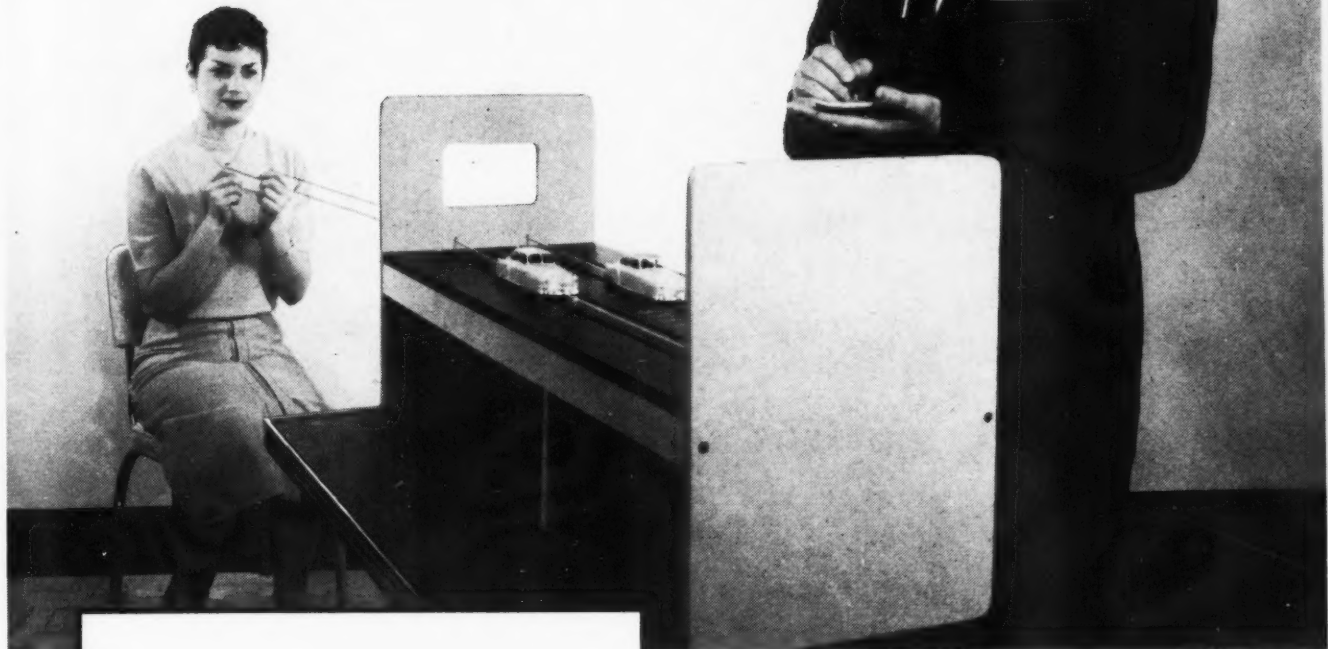
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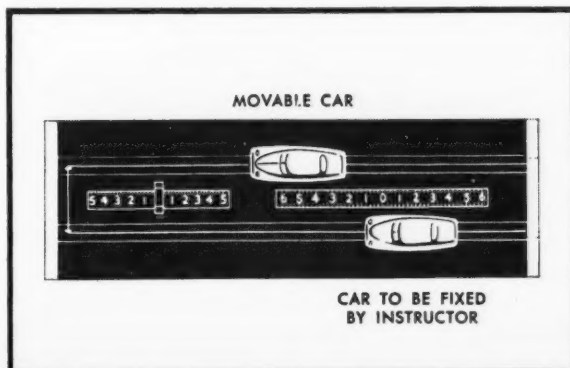
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mains to inform the educational profession and the public as to what has been done. Though the present code has many grave shortcomings, educators have learned to accept them and may be reluctant to consider any major changes. Nevertheless, much of the present Code is out of date, and it will become progressively inadequate as new school legislation is passed. It should be recognized that a good code is an important instrument for achieving educational reform. The many persons who have been associated with this project hope that the educational profession and the citizenry of California will give the forthcoming revision favorable consideration.

BALLOT PROPOSITIONS

(Continued from page 7)

and road purposes and to pay off the bonds with gasoline tax money. The Constitution now requires gasoline tax monies be used exclusively and directly for street and highway work.

Prop. 12—Legislators as Notary Publics.

Permits legislators to be notary publics during term in State Legislature. The State Constitution now prohibits legislators from holding any office, trust or employment under the state, except an office filled by election of the people, during the term for which they are elected. The position of notary public has been held by the Supreme Court to be a state office.

Prop. 13—Appointive State Superintendent.

Would make the office of State Superintendent of Public Instruction, which is now filled by election each four years, appointive by the State Board of Education with the advice and consent of the Senate. This change would be effective after the expiration of the term of the person elected this year.

This measure is strongly supported by CTA. It would permit the lay State Board to select the most competent professional available regardless of his political popularity. This is in keeping with the almost universal practice followed in the selection of district superintendents by local lay boards. CTA has recommended, however, that if this measure is adopted the terms of the State Board members be lengthened and staggered to prevent any one Governor from gaining complete control of the Board and its appointees. Board members now serve for terms of four years. CTA urges a "Yes" vote on Proposition 13.

Prop. 14—Compensation of Local Officers.

Permits salaries of county, township or

(Continued to page 33)

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MEMO

To: High School Guidance Counselors
From: The United States Army
Subject: The Army's Graduate Specialist Program

During the four years of its existence, the Army's exclusive technical schooling program for qualified high school graduates has prepared many thousands of young men and women for outstanding futures. The Army believes the wholehearted acceptance by students of this great career training opportunity has been due, in large measure, to your counseling support of the program.

Starting this school year, this basic enlistment plan will be known as the Army's Graduate Specialist Program. This memo is to explain to you the way in which the Graduate Specialist Program differs from our previous plan.

The Graduate Specialist Program still enables qualified high school graduates to choose an Army technical training course upon a three-year enlistment. There are 107 courses available for young men, 26 for young women. The qualifications for this program, however, have been changed to provide for even greater precision placement of high school graduates in fields in which they will succeed. Since precision placement lies at the basis of all your counseling responsibilities, we believe you will agree the new Graduate Specialist Program, with its higher qualifications, represents an important advance over the previous plan. Here are the three basic steps for qualification.

1. Enlistment Screening Test. When a high school student applies for the Graduate Specialist Program, he or she will be given an enlistment screening test, to determine the applicant's general qualifications for service in this program.

2. Course Determination. Upon passing the enlistment screening test, the student will discuss his academic background and interests with the Army Recruiter. Based on the information provided, he

will be counseled in the selection of his appropriate courses. Then the Recruiter will let the applicant pick a first choice course and two alternates, so that if quotas for his first choice are filled, he may still become a Graduate Specialist in an alternate field. When this selection has been made, the application will be forwarded to a central Army agency for processing. Later, the applicant will be notified that a place in a specific course has been reserved for him.

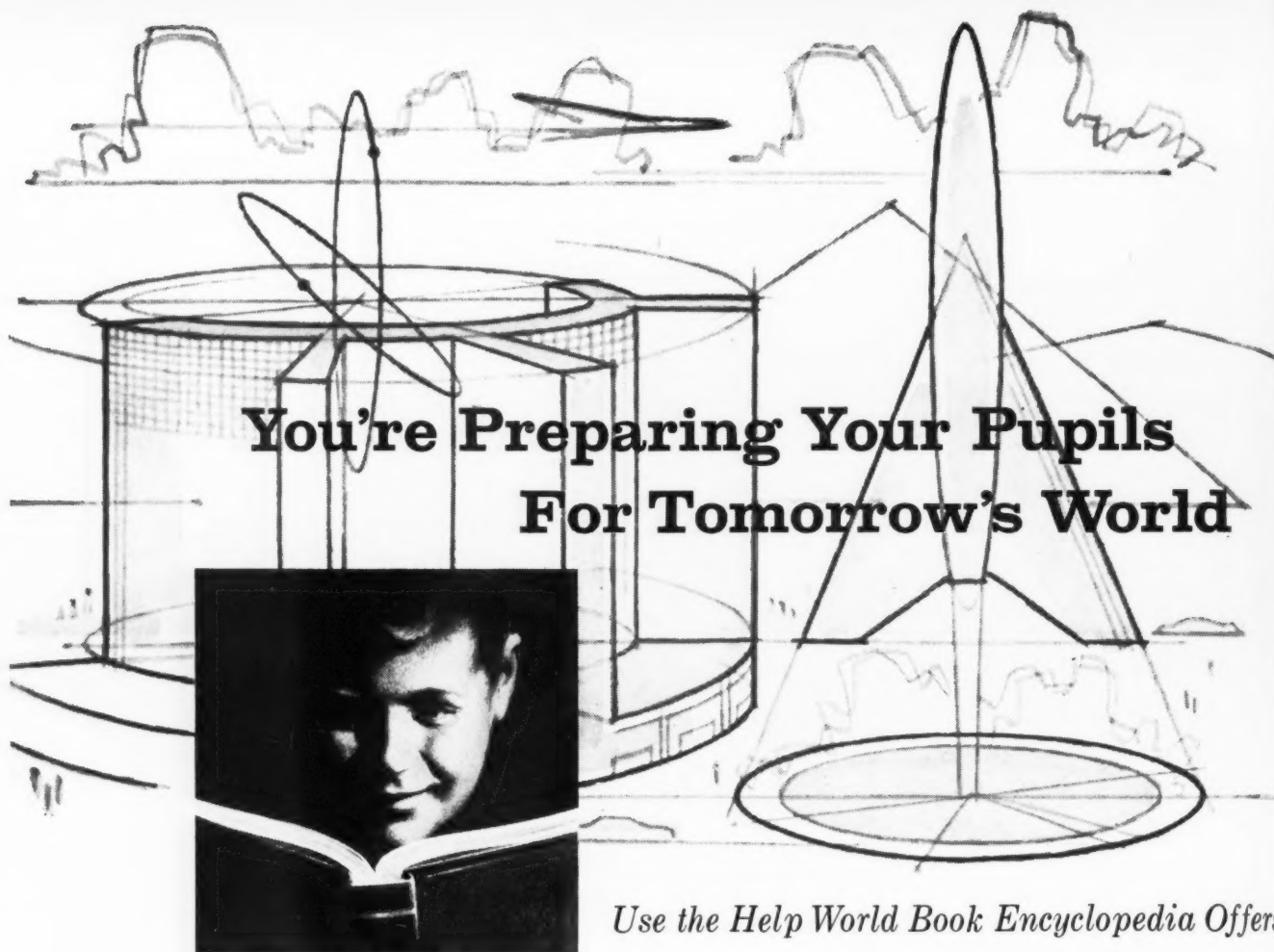
3. Final Qualification Tests. After high school graduation, the applicant will take two more tests, the Armed Forces Qualification Test and the Army Qualification Battery. He must pass the AFQT and make a qualifying score in those portions of the AQB relating to the specific field of knowledge of his selected course. Only after proving finally qualified does the graduate actually enlist. Then, following basic processing and training, he will go directly to the Graduate Specialist school of his choice.

The Army believes you will agree that through these qualification procedures there is little risk that a high school graduate will find himself in a course poorly suited to his aptitudes.

One further point of information regarding the name of this plan. The Army's technical schooling program in the past has been variously known as "Reserved For You," "Choice of Technical Training" and other general descriptions. In giving the new plan the one specific name, "Graduate Specialist Program" it is believed there will be no confusion as to just which service plan is being discussed. Also, it is felt that the new name more truly indicates the high calibre character of the program, the necessity for participants to be high school graduates, and the Army's long-standing belief that every young man and woman should graduate from high school before considering military service.

If you have any questions regarding the Army's Graduate Specialist Program, and its new qualifications, won't you please write to:

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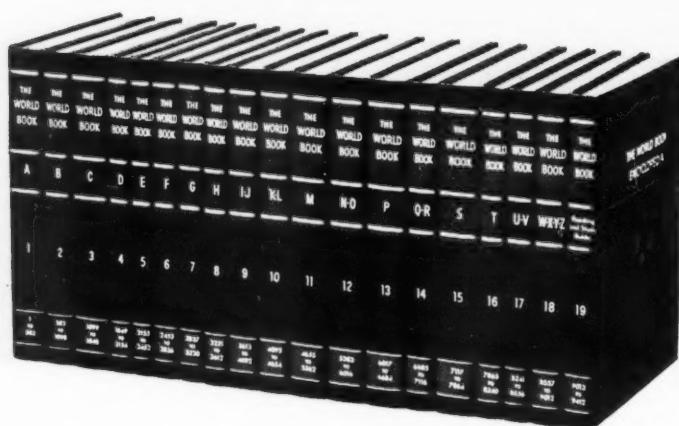
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Californians who participated in the 15th annual conference of the National Department of Classroom Teachers at Bowling Green July 16-18 included, back row, left to right: Mary Virginia Morris, Thea Stidum, Melba Cecil, Ollie Byrd, Elizabeth Yank, Vivian Powell, Mrs. Paul Cook, Thyra Heffelfinger, Dolores Reed, Agnes Mills, Ruth Copeland, and Della Gregory. Kneeling, left to right, are: Walter Martin, Paul Cook, George Streby, and Ewald Turner. Turner, high school teacher from Pendleton, Oregon, is president of the Classroom Teachers Department, NEA.

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During the first ten days of September, Hale's, leading department store of Sacramento, used all its sidewalk window display space—280 feet—to tell the story of the math and science program in Sacramento city schools. Twelve demonstrations a day, featuring special activities at all levels, drew crowds of citizens. Loud speakers carried the discussions to audiences. Jack Reynolds, industrial arts supervisor, was chairman of arrangements. Donald C. Gaustad, art teacher, designed the displays. Store Manager Abern said he proposed to use a similar "Back to School" demonstration exhibition next year. Dr. Arthur F. Corey commended the store on behalf of CTA.

CTA Journal, October 1958



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municipal officers to be increased after their election or during their term of office. Such raises are now prohibited by the State Constitution.

Prop. 15—Boxing Matches.

Repeals an initiative measure adopted in 1914 which prohibits boxing matches on Memorial Day or on Sundays. If adopted, this proposition would permit boxing on those days.

Prop. 16—Taxation of School Property of Religious and Other Non-profit Organizations.

Would prohibit exemptions from local property taxes for private nonprofit schools of less than collegiate grade. (See statements of proponents and opponents on Page 8 of this issue of *CTA Journal*.)

Prop. 17—State Sales and Income Tax Rates.

Cuts State revenue an estimated \$50,000,000 a year by changing sales and personal income tax rates. Reduces sales tax from three percent to two percent. Changes personal income tax rates. They now range from one percent on incomes of \$5,000 and less, to six percent on incomes over \$25,000.

This measure would fix a range of from one-half of one percent on incomes of \$5,000 and less, to 46 percent on incomes over \$50,000. Would prohibit the Legislature from increasing sales and use taxes and would permit changes in income tax rates only by a vote of the people.

CTA urges a "NO" vote on Proposition 17. Since the Constitutional guarantee which gives schools first claim on state funds applies only to the \$180 minimum provided by the Constitution, the additional amounts voted by the Legislature would be subject to withdrawal. This probably would mean an immediate reduction of at least \$40,000,000 a year in state aid to school districts, with obvious damaging effects on salaries, educational services and school operations in general. The state already is facing a deficit of \$250,000,000 and the necessity of levying new and increased taxes at the forthcoming session of the Legislature. CTA urges a "NO" vote on Proposition 17.

Prop. 18—Employer-Employee Relations.

This is the so-called "right to work" measure. (See statement of proponents and opponents on Page 9 of this issue of *CTA Journal*.)

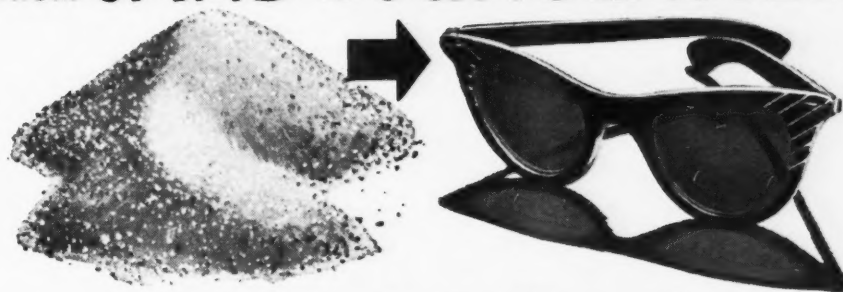
YES ON 18

(Continued from page 9)

policy in specific terms—nothing more. It can mean a great deal in potential benefits for all workers and the general public, all of us except certain union bosses who have besmirched the calling of labor leader.

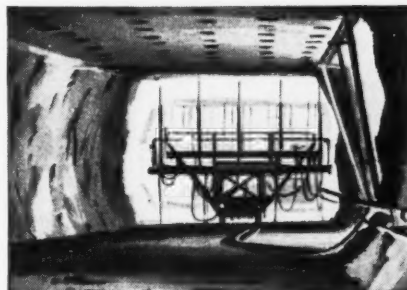
Under Right to Work—voluntary unionism—the rank and file of union membership, now too often helpless

FROM SAND TO SUNGLASSES

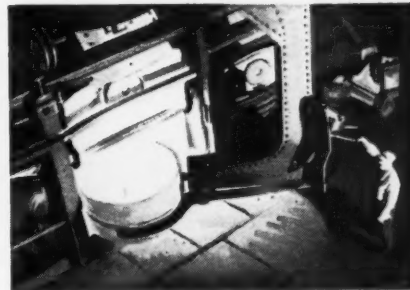


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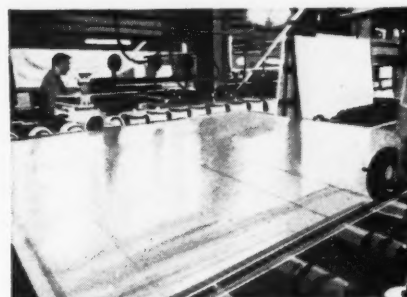
Glass — America's oldest manufactured product — is one of today's "newest" and most versatile materials. In the form of rods, tubes, sheets, foam, fibers and containers, more than one thousand different kinds of glass contribute to your comfort, convenience and safety. And an essential part of the process of bringing you the many glass products you need and use every day is dependable, economical railroad transportation.



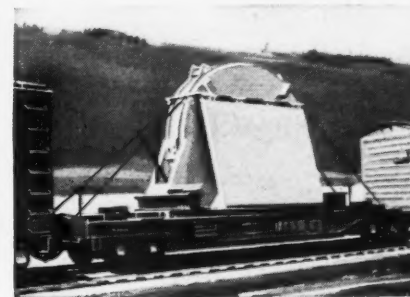
Limestone, sand and soda ash are needed to make glass. Railroads haul millions of tons of these basic ingredients. The multiple-drill rig, shown above, bores holes for explosives that loosen the rock in a limestone mine.



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captives of a despotic leadership, could assert themselves as members without risking expulsion and automatic loss of their jobs.

Any claims that Proposition 18 would weaken or destroy the unions are refuted not only by the clear and simple text of the proposed measure, but by the experience of the 18 states which already have Right to Work laws.

Union membership has increased in those states, as have the average wage levels. This is confirmed by figures compiled by the U. S. Department of Labor and U. S. Department of Commerce.

Workers in those states have demonstrated more, not less, loyalty to their unions. Little, if any, "free loading" has taken place. Workers who are being well-served by their un-

ions are not likely to stand on the sidelines as non-members merely because membership is no longer compulsory. Being voluntary, they can be expected to regard membership with even stronger allegiance.

What the labor bosses really fear is the placing of controls on their personal power in the hands of union members.

That great benefit can come from voluntary association is best illustrated by the CTA—termed by many legislators as "the most effective collective bargaining group in the state." What teacher would want to be forced by law to join this great Association?

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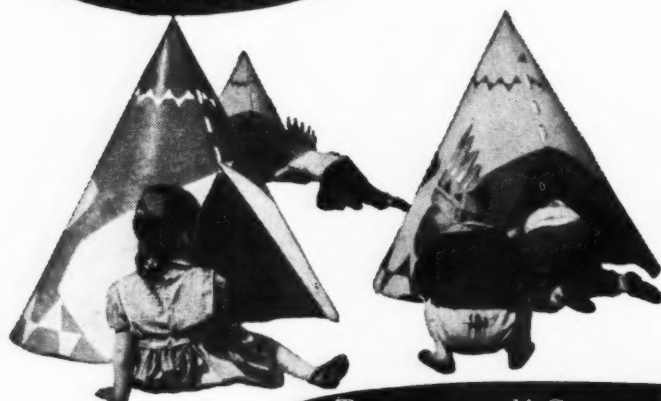
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NO ON 18 . . .

(Continued from page 9)

has been rampant for the past twenty-five years.

Most of these states, attempting to industrialize, have persistently maintained the lowest wage rates and the most unsatisfactory working conditions in the country's history.

The Federal Wages and Hours law, which attempted to decrease working hours and establish minimum wages, was and is consistently resisted in these areas.

Such conditions, plus tax exemptions, are used by these communities to lure industries from the outside, from more stabilized areas, to their own sub-standard regions.

Senator Knowland and those who advocate "right to work" laws claim that, as a result of such laws enacted by propaganda campaigns elsewhere, production and employment has increased. Such a claim is sheer nonsense.

The United States Department of Commerce Office of Business Economy gives the following figures, which were the last to be issued:

Average Per Capita Income		
United States		
Average:	\$1,940	\$213.00
(5 year gain—1952-56)		
California:	\$2,419	\$275.00
(25 per cent above National Average)		
18 States with "right to work" laws:	\$1,509	\$121.00
(22 per cent below National Average)		
California per capita income exceeded the 18 "right to work" states' average per capita income by \$910.00.		

California average per capita income exceeded the U.S. average by \$479.00.

California's 5 year gain exceeded the average gain in the 18 states which have "right to work" laws by 225 per cent.

California ranked fourth in the nation in 1956 for average per capita income. It was surpassed by only three small Eastern states, none of which have "right to work" laws—Delaware, Connecticut and New Jersey.

No state, region or social group can purchase lasting economic progress at the expense of the rights, interests and welfare of the working man.

Our American government is based on the principle of a majority rule. That is the American Way. The Taft-Hartley law says that a union shop can only exist where a majority rule have chosen the union as a bargaining agent. That, too, is the American Democratic Way.

National and state public leaders are overwhelmingly against so-called "right to work" on the basis that it is immoral and economically destructive.

YES ON 16

(Continued from page 8)

under religious control, in violation of the American principle of church-state separation. Some historic facts and warnings by innumerable American patriots make this clear. The first and fourteenth amendments to the constitution of the United States, as well as Article IX of the constitution of the state of California make the separation clear as a basic policy.

A "Yes" vote on Proposition 16 will stop our public schools from becoming second rate, will stop fragmentation into schools for each of the 256 recognized religious sects in America, will stop tax exemption suicide of our public school system. That is why a "Yes" vote for Proposition 16 is strongly recommended. It is not a vote against any church; it is a vote for public schools.

Opposition to tax exemption for private or undercollegiate schools has been historically true in California from the advent of statehood in 1850 until 1952. November 4, 1958, may well be the last favorable opportunity to stop the continuing erosion of some

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of California's fundamental civil as well as religious liberties. Vote "Yes" on Proposition 16.

I have briefly listed here some of the reasons why I favor No. 16. May I add that as long-time president of the tax-exempt College of the Pacific, I testify that the institution taught separation of church and state and practiced academic and religious freedom. Attendance at church services at COP is not required. Episcopalians, Lutherans, Jews, Christian Scientists and others have their own distinctive religious organizations on the campus. On this record I challenge anyone to call me inconsistent or to label our actions on the campus as bigoted.

NO ON 16 . . .

(Continued from page 8)

share of public school taxes.

Another major reason for opposing No. 16 is the fact that none of the 48 states (soon to be 49) tax their schools. If this measure passes, California will be the only state assessing its non-profit institutions.

The issue was thought settled in California years ago. Colleges and universities have been tax-free since 1914—elementary and high schools only since 1951. In that year the state legislature voted exemption almost unanimously—108 to 3. The measure was signed into law by the Governor, reaffirmed by a vote of the people in November 1952, tested and approved by the state supreme court.

With education in California in "short supply," another key reason to smash Proposition 16 at the polls is the fact that its passage would increase half-day sessions and create dangerous inroads into public school budgets.

Not one single state-wide civic or political organization has gone on record as favoring Proposition No. 16.

It solves no problems—fancied or real. Its sole purpose appears to be to punish, to single out for taxation one particular group of schools for the simple reason that some people do not like them. Thus we face an issue characterized by un-Americanism, injustice, and religious bias. This is an issue which has been condemned by both political parties; it has been opposed by every major newspaper in the state.

NEW LAW

Deductibility

of teacher's educational expenses for income tax purposes

Madaline K. Remmlein

On April 4, 1958, the NEA learned that on April 5 the Treasury Department would publish new regulations on the deductibility of teachers' educational expenses. These regulations were identified as T.D. 6291. They have now been codified as part of the regulations of the Internal Revenue Service, hereafter cited as Regulation 1.162-5.

On April 11 the Internal Revenue Service issued a Technical Information Release (TIR-76) in which the regulations were supposedly clarified by 12 illustrations, many of which are of no interest to educational employees, except by implication, because they relate to other occupations. Regulation 1.162-5 applies to the educational expenses of all taxpayers, not just those of school employees.

Even before the release of TIR-76 the NEA had submitted to the Internal Revenue Service several points in the regulations needing clarification. Subsequent conferences with staff of the Service attempted to obtain a supplemental ruling to clarify ambiguities. One such conference was held on June 25 in order to have last-minute information before the NEA staff went to the Cleveland Convention where it maintained an Income Tax Consultation Booth to explain the new regulations and to give teachers the proper forms to use in claiming deduction of their educational expenses. Still, several questions remained unanswered, although after the Convention had convened another Technical Information Release (TIR-83) was issued (June 30) clarifying one other point.

During the Convention, Mrs. Virginia S. Wraase, from the Division of Tax Rulings of the Washington office of the Internal Revenue Service, spoke at a sectional meeting to explain the regulations and in her prepared statement several other previously unanswered questions were covered.

The explanation of 1.162-5 contained in this article is based upon all these sources of information.

Dr. Remmlein, a Washington, D.C., consultant in school law, was for many years—until her retirement this summer—assistant director of NEA Research division. Her most recent book is Teacher's Federal Income Tax Guide, (Channel Press).

President Eisenhower signed HR 8381 on September 2, which created Public Law 85-866, amending the Internal Revenue Code of 1954. The new law includes a provision for a 60-day extension of the income tax filing deadline for amended 1954 returns for teachers who had deductible educational expenses. The time extension expires at midnight, November 1, 1958.

Educational Expenses That Qualify For Deductibility

Paragraph (a)(1) states that educational expenses are deductible when incurred to maintain or improve the taxpayer's skills in his employment. This means that eligible expenses (which qualify otherwise) are deductible when incurred voluntarily (hitherto, they were nondeductible). Further attention will be given to this provision, but paragraph (a)(2) will be discussed first because some expenses that qualify for deduction under paragraph (a)(2) would not qualify under paragraph (a)(1).

Paragraph (a)(2) states that educational expenses are deductible when incurred to meet requirements of the taxpayer's employer, or the requirements of applicable law or regulation, imposed as a condition to the retention by the taxpayer of his salary, status, or employment. The greater liberality of the new regulations, as compared with the former ruling (IT 4044) may be shown by the addition of the words "salary" and "status" whereas IT 4044 permitted the deduction of educational expenses only when required by the employer for the employee's continued employment.

Also, the new regulations state that "a written statement from an authorized offi-



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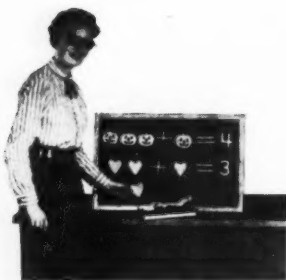
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cial or school officer . . . will be accepted for the purpose of meeting the requirement of this paragraph." Formerly, many teachers were disallowed the deduction of educational expenses incurred to meet a requirement even when the school superintendent provided them with a letter that the requirement existed or when a copy of a law or regulation making the requirement was attached to the income tax return. A frequent excuse was that the requirement was not in effect because the shortage of teachers was so great that the particular teacher would not have been dismissed for failure to meet the requirement.

The new regulations have broadened the scope of deductibility of *required* education in four ways:

(1) Educational expenses are deductible when incurred to meet salary and status requirements, as well as those of retention of employment.

(2) It is now easier to prove that such a requirement exists.

(3) If the requirement exists, failure to enforce it because of the shortage of teachers does not result in disallowance of the deduction. (It may be enforced in the future.)

(4) There is no longer a need to show a relationship between education taken to meet a requirement and the duties of the current position.

The only basis upon which the deduction of educational expenses can be disallowed under paragraph (a)(2) is that the teacher has not met the minimum requirements of his position and is required to take further education to meet those requirements. TIR-76 brings out this point in an example of a nondegree teacher employed during an emergency on a temporary basis, although the board required at least a bachelor's degree for employment of regular teachers. If such a teacher takes courses leading to a bachelor's degree in order to meet the qualifications for employment as a regular teacher, his expenditures for this purpose are not deductible.

Paragraph (a)(1) permits the deduction of educational expenses *voluntarily* incurred if the primary purpose of the teacher undertaking such education was to maintain or improve his skills. Provided the teacher has already met minimum qualifications, expenses of further education are deductible under this paragraph if the teacher can show a relationship between the courses taken and his duties. This relationship must exist because the basis for deductibility of educational expenses is that they were incurred as an ordinary and necessary business expense. The income tax law permits the deduction of ordinary and necessary business expenses of taxpayers, and it is necessary for teachers to show that their educational expenses fall into this category. Education undertaken to meet a requirement is obviously an expense connected with one's employment. But, when the education is undertaken voluntarily it must be proved to be an ordinary and necessary business expense.

Additional education in a particular field, or courses in teaching methods, undertaken voluntarily, revealed a relationship between these courses and the duties of a teacher

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which is readily apparent to tax agents. However, teachers often take courses where the relationship is not so apparent outside educational circles. In that event, it is necessary for a teacher claiming the deduction to explain to tax agents that a relationship does exist. A statement that it is customary for other teachers similarly employed to take such courses will carry considerable weight.

How to Substantiate Deductions For Educational Expenses

Because the deductibility of educational expenses will be determined on the facts of each individual case, Internal Revenue Service has prepared Form 2519 for use by its local agents in collecting the information on which determinations will be made. Form 2519 requires the name and address of the educational institution attended, the period of enrollment, and the number of hours of instruction per week. The latter does not refer to credit hours but to clock hours; laboratory work and group meetings outside of regular class hours should be included, but, of course, not hours devoted to study. The only significance of this particular bit of requested information is that if a taxpayer claims expenses for several months and showed enrollment for two weeks or a month, this taxpayer would likely receive a letter asking for further explanation and possibly he would be required to prorate his expenses, deducting only the expenses incurred during the time he was engaged in educational activities.

The name and address of the teacher's employer is to be stated. Of course, this question refers to the teacher's regular educational employer, not to an employer for whom the teacher may be working during the summer vacation while attending summer school. If a teacher attends college between two employments he can list either or both employers, but if his education was undertaken for the primary purpose of meeting different qualifications needed in the new employment, his expenses would not be deductible.

Next on Form 2519, the teacher must give a brief description of his duties. "Teaching" is not sufficiently definite. An elementary-school teacher should state that he is an elementary-school teacher; high-school or college teacher, or an elementary-school teacher of a special subject, should state the subject or subjects he teaches. The NEA suggests that teachers whose educational expenses have been incurred voluntarily add the statement that he is in charge of a home-room, if so, because some courses can be more readily related to the duties of a home-room teacher than one whose sole assignment is to teach a particular subject. It would be well for all teachers to add also the statement that he is fully certified for the duties stated, to avoid disallowance of the deduction on grounds that he has undertaken the education to meet minimum qualifications for the position.

Question 6 on Form 2519 consists of two parts: 6A asks if the education was required. If the teacher can answer "yes" to this question, the relationship between his courses and his duties is immaterial and his expenses are deductible unless he has un-

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dertaken the education to meet minimum requirements for his position. Question 6B asks if it is customary for members of the same profession to undertake similar education. The word "similar" need not be taken too literally, except that a course totally unrelated to the business of teaching is not customarily undertaken by teachers. Staff of the Internal Revenue Service has advised the NEA that all teachers should answer question 6B in the affirmative, with the aforementioned exception, since it is well-established that teachers customarily undertake further education.

When the education is undertaken voluntarily, probably the most important part of Form 2519 is where the teacher states

his primary purpose in taking the courses and shows a relationship between the list of principal subjects taken and his duties. If "to obtain a higher degree" is stated to be the primary purpose, the expenses may not be deductible. On the other hand, if the primary purpose is to improve skills in the present position and the degree is incidental, the expenses will not be disallowed solely on the basis that the teacher is a candidate for a higher degree. The form asks if the taxpayer was a candidate for a degree, and if so, which degree. Teachers who are candidates for a bachelor's degree will probably not be allowed to deduct these expenses unless they are able to state that their school board employs nondegree

teachers in regular (not substitute or temporary) positions; that is, they are not seeking the bachelor's degree to meet minimum qualifications for employment as a regular teacher. Candidates for master's and doctor's degrees should state the effect obtaining the degree will have on their salaries immediately thereafter. Here, whether the expenses are deductible or nondeductible may depend on the amount of increase in salary resulting from obtaining the degree. If the increase is an in-grade increment, deduction will be allowed. If the degree leads to a new classification on the salary schedule, the expenses may or may not be allowed as a deduction, depending upon whether the tax agents consider the difference between the old and the new salary a "substantial" increase.

Deductibility When Both Paragraphs (a)(1) and (a)(2) Apply

Suppose that an established teacher is required to earn four credit hours every three years to maintain his position on the salary schedule. He need not wait until near the end of the three-year period to earn these credits. The expenses are deductible under paragraph (a)(2), as incurred to meet the requirement, when the credits are earned at any time during the three-year period. Suppose, however, that such a teacher registers for six credit hours of work, when only four are needed to meet the employer's requirement. He must justify two credit hours under paragraph (a)(1) in order to deduct the total expense incurred in connection with his educational program.

At this point, I would like to point out that tax avoidance is different from tax evasion. The latter is dishonest and illegal; avoidance is merely taking a business-like view of one's tax liability. When a teacher has earned more credits than are required by his employer (or by law or regulation) he may honestly select from among the courses taken those most closely related to his duties for deduction under paragraph (a)(1) applicable to education voluntarily undertaken, and list those less closely related to his duties for deduction under paragraph (a)(2) to meet the employer's requirements—because no such relationship need be proved when the education is undertaken to meet a requirement.

Educational Expenses That Do Not Qualify for Deduction

Subsection (b) states that educational expenses are not deductible if incurred for the primary purpose of meeting minimum qualifications for one's position, of obtaining a new position or a substantial advancement in position, or for the purpose of fulfilling the general cultural aspirations or other personal purposes of the taxpayer. The key words are "primary purpose" rather than result. Although result is to be taken into consideration, result will not cause disallowance of the deduction if the primary purpose qualifies the deduction otherwise.

Reference to a new position in this subsection could be differently interpreted. However, the Internal Revenue Service has stated that the regulations should be interpreted so as to permit as much lateral move-


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Vit. B-1 .15 mg.	Iodine .0.15 mg.
Vit. B-2 .10 mg.	Manganese .15 mg.
Vit. B-6 .2 mg.	Cobalt .0.15 mg.
Vit. C .150 mg.	Potassium .5 mg.
Niacin A .150 mg.	Molybdenum .0.5 mg.
Cal. Panto .10 mg.	Copper .1 mg.
Vit. B-12 .6 mcg.	Magnesium .10 mg.
Folic Acid .0.34 mg.	Zinc .15 mg.
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
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ment as possible among qualified teachers and that changes in assignment will not cause disallowance of the deduction if not a substantial advancement. However, the deduction will not be allowed if the primary purpose was to qualify for a promotion. It may be necessary for a teacher to explain the single-salary schedule concept to local tax agents who may consider that assignment of an elementary-school teacher to a high-school position is a promotion. If those circumstances apply, the teacher would be well advised to state on his claim, if true, that the new assignment does not entail higher qualifications nor result in a substantially higher salary.

How Deductions for Educational Expenses Are to Be Taken

In this part of the article, we will assume that the education undertaken meets the qualifications of paragraph (a)(1) or (a)(2), or both, so that the expenses are deductible. The question, then, is merely how the deductions are to be taken. Form 1040 must be used.

When a teacher is away from home overnight, he may deduct transportation, meals and lodging expenses from gross income on page 1 of Form 1040, thus reducing his adjusted gross income, and he can then take the standard deduction if he wishes not to itemize his page 2 deductions. If he itemizes page 2 deductions, cost of tuition and books is deductible there. If he does not itemize page 2 deductions he cannot deduct cost of tuition and books.

When a teacher is not away from home overnight, he cannot deduct the cost of meals (and has no lodging expenses), but can deduct cost of transportation provided such expenses are not considered to be commuter's fares. The regulations state that commuter's fares are not deductible, but do not explain what are commuter's fares in connection with educational expenses. Subsequent information from IRS states that non-deductible commuter's fares are expenses of transportation to and from home and college when both are located in the same city. (Even when both are located in the same city, transportation expenses going from place of employment [but not from home] to the college are deductible.) When the college is located outside the city in which the taxpayer lives, transportation expenses are not commuter's fares. "Commuting" to a separate political subdivision, though relatively close to home, for education the expenses of which are otherwise eligible for deduction results in deductible transportation expenses (although cost of meals are not deductible unless one stays away from home overnight).

On page 2 of Form 1040 space is provided for deduction of contributions to charitable organizations, certain taxes, certain medical expenses, and other allowable expenditures, including professional expenses of a teacher, such as NEA dues, and that part of the teacher's educational expenses incurred for tuition and books. If the total of all the teacher's page 2 deductions exceeds 10 per cent of his adjusted gross income it pays him to itemize these deductions. If the total of the teacher's page 2 deductions, even with the addition of his

cost for tuition and books, does not equal 10 per cent of his adjusted gross income, it would pay him to take the standard deduction and not claim a deduction for tuition and books.

A teacher who qualifies for deduction of transportation, or transportation and meals and lodging expenses, will benefit from taking these deductions on page 1 of Form 1040 even though he does not use page 2 of the tax return. One who does not qualify for page 1 deductions but finds it advantageous to itemize his page 2 deductions in general will benefit from the deduction of the cost of his tuition and books. If a teacher qualifies for both page 1 and page 2 deductions, his tax savings will be greater.

Retroactive Application Of New Regulations

Educational expenses which qualify for deductibility under the foregoing explanation may be claimed if incurred in 1954 or any subsequent year. For past years, claims for refund must be made on Form 843—the refund equals the difference between the tax paid in the particular year and the tax owed because of the recalculation of the tax after deduction of educational expenses. If a teacher has deductible educational expenses he wishes to claim in more than one past year, he must file a separate Form 843 for each such year.

The statute of limitations for filing a claim for refund on 1954 expenses expired

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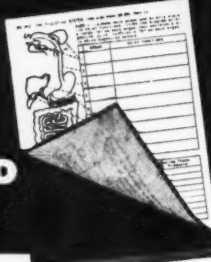
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on April 15, 1958. However, if a teacher merely wrote a letter stating that he had incurred educational expenses in 1954 and if that letter was postmarked before midnight April 15, 1958, he will be considered to have made a timely claim. He must, however, formalize his claim on Form 843.

The statute of limitations is three years. Therefore, expenses incurred in 1955 must be claimed before April 15, 1959; expenses incurred in 1956, before April 15, 1960. On each Form 843 the information described in connection with Form 2519 must be shown for the year in question, or a Form 2519 attached. If the information on Form 843 is insufficient to permit the tax agent to determine whether or not the expenses should be deductible, he will probably send the teacher a Form 2519, or, at least, ask for additional information.

If the teacher has already filed Forms 843 for each past year with which he is concerned, he may file an amended claim before the pertinent time limit expires, if he wishes to correct his claim in the light of a better understanding of the new regulations.

Conclusion

The new regulations greatly liberalize the deductibility of teachers' educational expenses. However, it is the responsibility of each teacher concerned to furnish facts that will enable local tax agents to make correct determinations. Much depends upon how the claim is stated, provided it falls within the framework of the regulations and subsequent releases of the Internal Revenue Service.

Some teachers have been discouraged by local agents who were themselves not fully informed at the time. "Over-the-counter" oral statements by a tax agent that one's educational expenses are not deductible do not constitute a denial of a claim. Teachers should not be intimidated by such curb-stone opinions. Their claims are not denied until they have received a written statement to that effect and, even then, they have the right of appeal through the normal appellate channels.

On the other hand, however, some educational expenses are not deductible under the new regulations. Therefore, teachers should understand that not every claim will be allowed.

Books . . .

TEACHING ARITHMETIC FOR UNDERSTANDING, John L. Marks, C. Richard Purdy, and Lucien B. Kinney; McGraw-Hill Book Co., New York, 1958; 420 pp., \$6.

This is an excellent book covering the arithmetic curriculum in grades one through eight. The authors give a broad picture of the subject field and introduce a good range of insight from philosophical to practical.

The book divides into three parts. The first is a general description of the needs and uses of arithmetic. The second discusses the four arithmetical processes plus common and decimal fractions, per cent, measures, and word problems. The general application to these subjects is a movement through the organization, use and understanding, sequences of introduction, acquir-

ing skills, acquiring mathematical understanding, and learning to recognize situations. The final section on evaluation and adjusting to individual differences presents an adequate analysis of possible situations and solutions. It certainly emphasizes the basic points of why and how to appraise with an over-all view of accomplishment.

The chapter on "Why Study Arithmetic?" gives many breakdowns on various levels on the uses and values of arithmetic in everyday life of children and adults. It is good for emphasizing and pointing out the diversity of arithmetic activities that pupils engage in daily.

The book is well organized and complete enough that it would be useful and valuable for both beginning and experienced teachers.

—CHARLES ECHTERNACHT

Editor's Note: Notes on books and materials for teachers will be found on page 24. Our normal book review section, as well as calendar, audio-visual aids, and letters were crowded out of this issue.

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TEACHING OF UNITED NATIONS TO BE STUDIED

Classroom teachers who have done an outstanding job of teaching about the United Nations are invited to describe their successes for the NEA Committee on International Relations.

A nationwide study now under way and continuing into next summer will seek contributions from the field leading to the publication of a book to be titled *The United Nations in the School Program*. Selected teachers will be asked to outline their ideas, activities, and programs which can be used in the book.

The book will be written for elementary students, according to Richard I. Miller, newly-appointed UN observer for the NEA. Final drafts will be edited following the Classroom Teachers Department Lindewood conference set for July 8-10.

Correspondence on this subject, recommended by the CTA International Relations committee, should be addressed to CIR-NEA, 1201-16th St., N.W., Washington 6, D.C.

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8. **Science Guide**—How to select publisher's best Science titles at proper reading levels. **Correlation Guide** gives general titles broken down by Unit Study Groupings and Grade Reading Levels. **New Fall Catalog** of all titles. (Childrens Press)

9. **Folder on tours of Europe** planned for students and teachers. Tours cover 12-19 countries, are priced from \$1025 to \$1295. (Dittmann Travel Org.)

15. **Arithmetic Teaching Aids** for use with the new Winston textbooks. A 4-pg. color circular describing complete line of arithmetic teaching aids for all grades. (Ideal School Supply Co.)

16. **Catalogs on lesson sheets** in form of prepared stencils for high school subjects including Science, English, Soc. Studies, Mathematics, and Guidance. Show diagrams, maps, tests, and discussion guides available in stencil form ready to be run off on school duplicator. (CEBCO)

17. **With World Book—Science is Method**—Brochure giving students help with science learnings and insight to scientific methods. (Field Ent. Educ. Corp.)

20. **Request Card for the Teacher's Manual** for the 31st Annual Standard School Broadcast Course, "Music Makes a Map." Included with manual is a wall-size map as basis for a classroom project in building a music-map of the world. (Standard Oil of Calif.)

21. **Samples with brochure** and pieces on cardboard cut-out letters for use on bulletin boards, exhibits, and posters. (The Redikut Letter Co.)

25. **Some Odd Facts About Money**—Interesting and humorous booklet to make this usually serious subject fascinating. Students of basic economics, history or social studies will enjoy and learn from this booklet. (Pacific Finance Corp.)

27. **Posture Posters**, set of 5—designed for use in the classroom to illustrate the principles of healthful posture. (American Seating Co.)

28. **Graded Catalog** of children's books and **Classified Catalog** of books for high school libraries. (J. B. Lippincott Co.)

29. **Army Occupations and You**. Well-indexed handbook (312 pp.) of the Army's ten occupational areas, with related civilian jobs. Designed to help students plan their careers. For guidance counseling work with students and reference for both. (Dept. of the Army)

30. **Military Guidance in Secondary Schools**—Especially for use by principals, guidance counselors, coaches and teachers. Source book of suggestions which will assist in tailoring the military guidance program in the light of student needs and local resources. (Dept. of the Army)

31. **Leathercraft Catalog**. 96-pg. catalog of materials, equipment and aids used in the making of purses, bill-folds, belts and other personal and household products. (Tandy Leather Co.)

32. **List of hard-to-find teaching material aids** assembled by teachers for teachers. Samples from farm, forest and mines—inexpensive science materials and arithmetic devices. (Practical Aids Co.)

33. **Brochure** outlining assistance available to persons who have written or are considering writing a manuscript and who wish to know how to have it published. (Greenwich Book Publishers)

34. **Sample Record** of songs from the "Together-We-Sing" music series. Contains thirteen tunes from the albums that supplement the first six books in the series. 7-inch LP., 33 $\frac{1}{3}$ rpm. (Follett Publishing Company)

36. **Origins of New England Folder** on tour, summer 1959. University credit. Also folder on Collegiate Tours to Europe. Indicate which. (Arnold Tours)

38. **Brochure** on Summer Study in Europe in the fields of Education, History, Art, Music, Sociology, Languages, Journalism. Planned to satisfy "in-service" credit requirements. (Study Abroad)

39. **Alphabet Seat Chart and Record** for manuscript and cursive writing. For lower grades. One copy only to a teacher. (Noble and Noble)

46. **Catalog** of flannel boards and felt cut-outs. For all grade levels—first grade through high school. (Jacronda Mfg. Co.)

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editorial postscript

Teachers have been accused—quite properly—of being supersensitive to criticism. But there are degrees of reaction, ranging from passive resistance to enraged counter-attack. Self-styled “experts” who distort and twist their opinionated pictures of public education do themselves no credit. And the calculated falsehoods they toss off with casual ease reduce public confidence in the schools and dissipate the energies of educators who must set the record straight.

A writer in September Atlantic, Mortimer of the numerous Smith family, already self-important as the author of two books pointing out the “deficiencies” of the schools, enlightens the literate world on “How To Teach the California Child.” Smith becomes myopic when he looks at Arthur F. Corey, “a sort of behind-the-scenes dictator of educational policies.” Worse than that, he is “a symbol of everything that is awry with California education.” This writer sees a formidable plot to maintain the status quo in teacher certification, infers that the “educationists” in control will adjust credential requirements without regard for “those seeking to improve academic standards in the state.”

It is comforting to note that this man Smith, laboring almost alone, has worked out the final answers in education. His formula is remarkably simple: throttle the modernists and go back to rod and rote. All science and research in connection with teaching and learning should be consulted with suspicion—if at all. Let the man on the street with the longest memory dictate a return to a curriculum which apparently made scholars of everybody in America’s log-cabin pioneer days.

Editor Weeks of Atlantic has been flooded with letters of protest, probably from enraged teachers of California. Those who know Arthur Corey and CTA properly describe Smith as an opportunistic free-lancer who sold a hashed-over piece of soiled merchandise. The truth in the achievement records of California students and the honest and continuous reappraisal of educational theory and practice will reveal the critic as a bitter and solitary voice—admittedly necessary in a democratic debate—which becomes weak and incoherent before the evidence.

The nonpartisan character of public schools in California political life has freed CTA Journal of the necessity of publishing candidate advertising and publicity. The Association has always been interested in ballot propositions, however, especially those which concern public education. In this edition we extend our political horizons with a debate-in-print on the taxing of private schools (Prop. 16) and the equally hot “Right to Work” measure (Prop. 18). While the latter is not directly an

educational issue, we provide a rostrum for a discussion which deserves careful study. We have no CTA recommendation on these propositions; you must make up your own mind. On Propositions 2, 3, 9, and 13, however, the State Council of Education urged an emphatic YES vote. The recommendation is NO on Prop. 17. We trust that every reader of CTA Journal will vote wisely on November 4.

Since George Leonard’s award-winning “What Is A School?” appeared in Look 16 months ago, I have wanted to quote from his text. Incidentally, in contrast to the Smith method mentioned above, Leonard visited more than 100 classrooms before he ventured a well-seasoned judgment. Briefly, he came to the conclusion that extreme progressive education is a dead duck, modern teaching methods are sound, a return to the Three R’s is sheer nonsense. He cautions, however, that our schools lack a healthy respect for excellence and that controversy about schools and teaching can be good, if conducted constructively and with intelligence. This we applaud, as we applauded Leonard, a Californian, when he received education’s Silver Bell award last summer.

With the cost of living going higher every day, observers are saying that if we develop an “inflation psychology” we’re in for real trouble. In an opinion research a year ago, respondents agreed that school teachers were among those hardest hit by inflation. As the government’s consumer price index goes up, the value of your dollar goes down. A few months ago it was found that a 1947 dollar had shrunk to 79¢; today it is probably even smaller. While it is true that teachers’ salaries are going up, will the figures alone tell the full story?

As reported in *Standard Oilier*, if this trend continues people will stop buying life insurance and fixed-income bonds and will scramble for land, commodities, and equities, thus bidding up prices. Wage increases and price raises are playing leap-frog, blindly head for a precipice. Instead of watching horrified, wouldn’t it be fine if we could call the boys from their play?

Webster’s New International Dictionary, unabridged: “Educationist, n. One who is versed in the theories of, or who advocates and promotes, education.” An economist is an expert on the economy, a druggist knows drugs, an ornithologist is knowledgeable on bird life. Why should we not accept “educationist” as a similar recognizable mark of expertness? If a few critics say the nasty word out the side of their mouths in the manner of a sneer, why must we cringe? When a man has grown in his role as educator to have earned the right to speak with authority and wisdom, he should be proud of the distinction “educationist.” All members of CTA who advocate and promote education will please raise your hands. It’s good to see so many educationists present.



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We extend our warmest congratulations to Mrs. Sperling, and to the twenty teachers who won \$500 Summer Scholarship awards in this contest, which we believe to be the first of its kind. All teachers under full-time contract within the continental United States were invited to compete for the twenty-one prizes—and thousands responded with excellent entries. Final judging by the Reuben H. Donnelley Corporation and an independent panel of prominent educators was close and difficult.

To every contestant in this year's contest, our sincere thanks.



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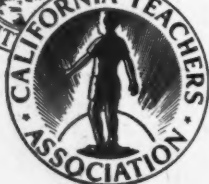
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